

Univerza  
*v Ljubljani* Akademija  
*za glasbo*



**ANNUAL REPORT 2022**  
**Business report with quality report**  
**Accounting report**

## University/member business card

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# 1. INTRODUCTION

The Annual Report comprises the Business Report with the Quality Report and the Financial Report of the Academy of Music of the University of Ljubljana for 2022. The purpose of the document is to provide a comprehensive and transparent overview of the achievements in 2022 and the activities carried out in order to achieve the strategic goals of the University of Ljubljana.

In 2022, the activities of the UL Academy of Music were largely in line with the set objectives. The impact of the epidemic of C19 was slowly fading away, and, as with the overall social situation, the activities of the UL AG were affected by the increase in the price of energy products and, consequently, of some other services.

The study activity was uneventful, and all the necessary activities were successfully carried out. Our artistic activities were also successful, with the performance of Handel's opera *Agrippina* in co-production with Cankarjev dom being a particular highlight in the annual semester of the academic year 2021/22. We also successfully performed all the concerts in both the Tutti and Solo e da camera series. After the move to the Kazina Palace, we successfully organised open days with a rich concert and research activity. This year's symposium was dedicated to the integration of research in science and art. The symposium was attended by a large number of national and international eminent experts. This year, in cooperation with the UP Publishing House, we successfully published two issues of the Music Pedagogical Proceedings, which are openly available on the website of the UL AG and the UP Publishing House.

Last year was certainly the most significant, with the move to the Kazina Palace finally providing us with suitable premises for our activities. Efforts are also continuing to build a larger concert hall in the annexe, which will allow all the activities of the UL AG to take place in one place, as at present we are still hosted in the premises of the Ljubljana Music Matrix on Vegova and Gosposka Streets.

Larger premises naturally mean higher maintenance costs, and as a result we ended the year with a financial deficit. The relocation process itself has also caused some additional costs.

With the support of the UL, we believe that we will be able to successfully address the financial shortfall through prudent management and increased income from renting out the premises.

## 2. MISSION AND VISION

### **The mission of the UL Academy of Music**

The University of Ljubljana, Academy of Music (UL AG) is the only higher education institution for the entire field of musical arts in the country and therefore of national importance for the development of Slovenian musical creativity, creativity and music education.

Its primary mission is to provide undergraduate and postgraduate university education programmes at first, second and third level, as well as advanced and continuing education programmes for the music-artistic and music-education professions.

In addition, the UL AG also carries out musical and artistic activities, as these are inseparably linked to the provision of music education. In cooperation with other faculties of the University of Ljubljana, the UL AG conducts and develops research activities in the humanities and social sciences and strives to promote artistic research.

Through its activities, the UL AG ensures the development of the Slovenian music profession and the comparability of this development with the development of the music profession in Europe and worldwide.

### **The UL Academy of Music's vision**

In 2027, the Academy of Music of the University of Ljubljana will be recognised as an excellent, internationally open and well-established university music institution with valid international accreditation. It will be one of the most prestigious institutions of its kind in Central Europe. It will be recognised as an excellent organiser of diverse musical events, offering students a comprehensive range of musical skills in a variety of fields.

### 3. ACHIEVING 2020 TARGETS BY ACTIVITY THROUGH SELF-EVALUATION

#### 3.1. EDUCATIONAL ACTIVITY

UL AG runs the study programmes as shown in the following table:

|  |                                   |   |  |  |
|--|-----------------------------------|---|--|--|
| <b>Level III</b> - 4 years<br>Interdisciplinary Doctoral Programme Level III - Humanities and Social Sciences<br>Two areas | Music theory and composition      |   |  | Music pedagogy                           |
| <b>Level II</b> - 120 ECTS<br>Postgraduate studies<br>Four programmes  | GU Musical art<br>(26 directions) | IPP Instrumental and Singing Pedagogy<br>(22 courses) | GTP Music-theoretical pedagogy<br>(3 directions) | GP Music pedagogy<br>(No direction)      |
| <b>1st cycle</b> - 180 ECTS<br>Bachelor's degree Two programmes  | GU Musical arts<br>(26 courses)   |   |  | GP Music Pedagogy<br>(No specialisation) |

In addition to these three levels, the UL AG also runs a pedagogical and pedagogical development programme (in hereinafter referred to as PAI).

Although the structure of first and second cycle programmes in northern European countries is mostly based on a 4 + 2 year structure, the content and quality of first cycle programmes are internationally comparable. Interest and enrolment is adequate, often above average. There is a disparity between the different courses, with some courses having to turn away high quality applicants, while others are in short supply. This is due to a reduced population in the lower strata of the educational vertical and a lack of interest in certain musical instruments.

The delivery and absorption of knowledge in the GU programme is high, which is reflected in a good student pass rate. One of the reasons for this is the high entry requirements for the first level, where candidates must score at least 90/100 on the Music and Artistic Talent Test (PGUN) in the Musical Arts programme. As a result, between a quarter and a fifth of all applicants to the PGUN are admitted and enrolled each year. The excellence of the students is further reflected through concerts, prizes in competitions and participation in top international orchestras. The pass rate of the GP programme is slightly lower.

The PAI (Pedagogical-Andragogical Education in Music) programme has an Instrumental-Singing and a Music-Theoretical module. It is intended for graduates of second cycle Master's Degrees in Music Art (GU) who wish to acquire competences in the field of teaching in accordance with the legislation of the Republic of Slovenia. It is mostly chosen by students of UL AG who are missing a subject in the pedagogical-andragogical set of elective courses of the GU programme and by those who have graduated abroad.

UL AG students take elective courses at other UL AG member institutions with which UL AG has an agreement. Such interdisciplinary programmes are held with the Department of Musicology of the UL Faculty of Arts, as well as with the UL ALUO and the UL AGRFT. Students of these members, on the other hand, take elective courses at UL AG.



Active methods of learning and teaching are in themselves a specific feature of studying at UL AG. Identifying problems and formulating questions from a personal point of view, or using knowledge as a starting point for further steps, is the basis of individual teaching, as well as of work in chamber groups and orchestras. Through auditions, the UL AG provides the most talented students with top professional experience through solo concerts with professional orchestras and concert collaborations with professional institutions.

The contact of UL AG students with potential employers during their studies is constant and intensive for an above-average percentage of the student population, mainly in the form of cooperation with all Slovenian professional orchestras and music schools.

The field of study, teaching content and teaching methods are constantly updated and aligned with international guidelines. Internationalisation and the monitoring of programmes of related universities abroad add a major contribution in this area.

The study programmes at UL AG at first and second level are primarily aimed at educational activities. Scientific research activities are considered to support artistic, creative, recreational and music pedagogical contents, given the nature of the content of all programmes at both levels of study at UL AG. This is where the content structure of the UL AG is placed in the structure of the ARRS and other, almost exclusively scientific research systems in the Republic of Slovenia.

Following the move to the new premises in October 2022, the study process is finally running smoothly, to the standard of

UL is a fitting and a source of pride and great satisfaction for all involved.

#### IMPLEMENTATION OF MEASURES

| Objectives from the previous reports                              | Measures referred to in the previous reports  | Status of the action                 | Further explanation realisations |
|---|---|--------------------------------------|----------------------------------|
| Modernisation of the admissions and enrolment procedure.          | Verification of the possibility of introducing a waiting list and thus the validity of the PGUN until the end of the enrolment period for the current academic year for candidates who have passed the PGUN in the first semester but have not been admitted due to the limitation of the enrolment places. Start of the negotiation process with the UL and the MoEYS. | remains at the level of the proposal |                                  |
| Adaptation of student surveys to the specifics of study at UL AG. | Recording shortcomings and concretising proposals for change.   | remains at the level of the proposal |                                  |
| Curricula fully translated into English.                          | Continuing the gradual translation of the curricula for the undergraduate level into English (translation of the curricula for the main subject).   | partially implemented                |                                  |

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| Further harmonisation of employment conditions in the music teaching profession for graduates of the UL AG in | Establishment of a working group including stakeholders from the entire music education vertical in the Republic of Slovenia and legal experts; and | remains at the level of the proposal |  |
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| compared to graduates from elsewhere.   | make and present concrete proposals to the Government that comply with the legislation.  |  |  |
| Launch of an application to control the loan of instrument inventory.             | Complete the test period and overview, start the app.  | implemented                                  |  |
| In-depth cooperation with the Department of Musicology of the UL Faculty of Arts. | Overview of existing programmes and overlaps and opportunities for inter-institutional integration.  | included in the recommendation of the Senate |  |
| Modernisation of undergraduate and postgraduate study programmes.                 | Change the name of the course Piano A, B, C to Complementary Piano A, B, C.  | implemented                                  |  |
| Call for applications for the Doctoral Programme in Art.                          | Continuation of the accreditation process for the third-level doctoral programme of the Arts study programme at NAKVIS.  | partially implemented                        |  |
| Modernising lifelong learning programmes.   | Implementation of the updates to the Preparatory and Advanced Training Programmes and evaluation of the latter in accordance with the Regulation on the Promotion of Education and Training Staff. | included in the recommendation of the Senate |  |
| Upgrading promotion for foreign students.   | Publication of a new promotional brochure for Erasmus students.  | partially implemented                        |  |
| Caring for internationalisation study activities                                  | Implementation of announced international student and teacher exchanges and seminars.  | implemented                                  |  |
| Partnership in international projects.  | Participation in Erasmus+ projects Medinea-On-Air and In Media Stat Virtus.  | implemented                                  |  |
| Strengthening international mobility and structuring student mobility.            | Conducting internal calls and preparing applications for Erasmus+ and CEEPUS calls.  | implemented                                  |  |
| Developing and strengthening cooperation in transnational learning communities.   | Participation in the CEEPUS Network for Wind Instruments, preparation of the CEEPUS Network for Percussion Instruments.  | implemented                                  |  |

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| Continuing existing and developing new ways of cooperation within the UL. | Based on research into existing offerings, develop new content in the field of music arts and culture within the UL (horizontal elective). | included in the recommendation of the Senate |  |
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|   | subjects in music and musical art).  |  |  |
| A systematic approach to regulating international visibility in the field of curricula and setting clearer criteria for publishing on the web things that are the copyright of the UL AG.   | Transfer of curricula to the closed part and preparation and publication online of only the course summaries for all UL AG programmes.   | included in the recommendation of the Senate |  |
| Review and possible changes to the compulsory components of the UL AG study programmes with a view to more appropriate evaluation of the workload expressed in ECTS and detection of possible incompleteness of the programmes.             | Review of study programmes on the UL FF model in 2019/20 and preparation of registered changes to the compulsory and optional components of study programmes and curricula of the UL AG.   | included in the recommendation of the Senate |  |
| A more comprehensive systemic improvement of the UL AG to improve the quality of its academic, organisational and artistic activities, while at the same time permanently improving the external and international visibility of the UL AG. | The web designers, in agreement with those responsible, monitor and improve the website. The Management Board assigns the study programme administrators, the Head of the Commission for Scientific Research and Doctoral Studies (CSRD UL AG), together with the Heads of Departments, to prepare concise summaries of the curricula for translation into English and publication on the UL AG website. | partially implemented                        |  |
| Coordination of the timing of two placements in the same academic year on the GTP programme.  | Coordinate the timing of teaching placements at Member level and with individual lower and middle level schools in the field at academic year level.   | included in the recommendation of the Senate |  |
| Improving the material and financial conditions for work and, as a consequence, raising the quality of the UL AG.   | Closely monitor and address the issues of financial malnutrition and the obstacles and ongoing problems in the spatial planning of the Kazina site (including the planning and construction of an extension.   | partially implemented                        |  |
| Increase the number of international students from parts of Europe and the world other than the former Yugoslavia.  | Improving the promotion of UL AG abroad by improving the website and actively participating in international networks.   | remains at the level of the proposal         |  |

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| Elimination of the systemic anomaly and establishment of equal conditions in the recruitment process of graduates of the UL AG in comparison with graduates of Austrian regional conservatories in the Slovene GŠ. | Establishment of a working group, including stakeholders from the entire music education vertical in the Republic of Slovenia and legal experts, to develop and present concrete proposals to the Government of the Republic of Slovenia, which will be in line with the legislation.   | remains at the level of the proposal |  |
| Providing a quality offer to Erasmus students from abroad.   | Finding a systemic solution to provide funding for tutors and university teachers to teach Erasmus students. Clarify the issue at UL, explaining that international exchanges have many facets.   | remains at the level of the proposal |  |
| Modernisation of the admissions and enrolment procedure.   | Verification of the possibility of introducing a waiting list and thus the validity of the PGUN until the end of the enrolment period for the current academic year for candidates who have passed the PGUN in the first semester but have not been admitted due to the limitation of the enrolment places. Start of the negotiation process with the UL and the MoEYS. | remains at the level of the proposal |  |
| To create opportunities for scholarships for international students.   | Finding new scholarship opportunities for international students.   | remains at the level of the proposal |  |
| Extend the move to electronic documents to piano tuning orders and reverse reversions for borrowing instruments from OJ AG.  | Introduce a web portal along the lines of crossings already implemented.  | partially implemented                |  |
| Achieving optimal quality of orchestral artistic projects at UL AG and professionalism,  | Completion of the Protocol on participation in orchestras, and notification of all students and teachers.   | partially implemented                |  |
| Availability of updated curricula on the UL AG website.  | Publication of updated curricula on the AG website  | partially implemented                |  |

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| <p>Increase the number of students who take the pre- and post-examination surveys for GP courses. Adapt the survey questions to the characteristics of the course.</p> | <p>Student outreach through student organisations, liaison with student survey designers and presentation of needs or areas of assessment relevant to music pedagogy studies and the field.</p> | <p>already partly included in New Annual Work Programme</p> |  |
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|   | music professional subjects.   |                                      |  |
| Developing a starting point for a more detailed analysis of students' input competences in individual subjects.                   | A more detailed analysis of students' entry competences is carried out before enrolment or at the start of the course.   | remains at the level of the proposal |  |
| Clear procedures for dealing with students with disabilities.   | Development of a protocol for the treatment of students with disabilities at UL AG.  | partially implemented                |  |
| All curricula are available in Slovene and English  | Completion of missing English translations of individual curricula   | partially implemented                |  |
| Systematic organisation of students' work and time in large ensemble projects.  | Limit students' ensemble project commitments to a maximum of eight periods per week of up to 3 hours. A 30-minute break is compulsory in a 3-hour term (which may be divided into two shorter breaks). In the case of two terms on the same day, at least two free hours are to be allowed between the two terms (this does not apply in the case of an urgent short soundcheck before a concert). | implemented                          |  |
| Professional and conscientious conduct of the Master's thesis defence by all members of the committee.                            | Develop clear guidelines and examples of good practice for the conduct of Master's thesis defences. Organise teacher training on relevant procedures and the role of committee members.  | partially implemented                |  |
| Improving the competitiveness of UL AG graduates in auditions for positions at the most prestigious art institutions in Slovenia. | Introduction of the course Orchestral Playing and preparation for orchestral auditions. Establishment of an orchestral academy (closer cooperation between the UL AG and the Slovenian Philharmonic Orchestra).  | implemented                          |  |
| To create ensembles at the UL AG, which will be purpose-built for conducting lessons.   | Discussions between the Head of the Department, senior lecturers and the management of the UL AG start.  | remains at the level of the proposal |  |
| Inclusion of Composition Techniques in the second cycle of the GTP.   | A more appropriate arrangement of the syllabus for sacred music in the GTP.  | partially implemented                |  |



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| Finding appropriate solutions for teleworking with ICT, which will | Start of talks between Heads of Department, | already partly included in New Annual Work Programme |  |
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| support the appropriate guidance of students in their practice placements.   | higher education teachers and led by the UL AG.   |  |  |
| Gradual increase in the number of teaching performances to 5 per academic year for IPP second cycle courses by 2023. | Discussion with invited teachers of participating music schools on the possibilities of increasing teaching performances. | included in the recommendation of the Senate |  |
| Presentation of the IPP programme to third-year students of the GU first cycle programme.                            | Annual presentation of the IPP (at the end of semester 1 or at least at the beginning of semester 2).                     | remains at the level of the proposal         |  |
| Increasing the number of students when completing surveys.   | Promotion and invitation to students to fill in surveys.  | remains at the level of the proposal         |  |
| Improving the survey evaluation of the student tutoring system.  | Establishing a unified governance and a clear presentation of student tutoring activities.                                | partially implemented                        |  |
| Better familiarisation of students with foreign institutions   | Establishing an overview and showcasing international partner institutions and networks.                                  | remains at the level of the proposal         |  |
| Getting the results of student surveys earlier.  | Presentation of improvement needs to the Centre for Social Informatics.   | included in the recommendation of the Senate |  |

#### PROPOSALS FOR NEW MEASURES

| Key weaknesses  | Key hazards                                      | Objectives<br>Members/universities                             | Planned actions  | Responsibility |
|---|--|--|--|----------------|
| Overloaded staff; last-minute cancellations of concerts, exams;   | Incompetent staff, lack of interest in the work. | Regulation of the area tutoring.                               | Motivating and involving students in tutoring; introduction of compulsory and optional tutoring; introduction of a new course of study | Leadership     |
| There is a domino effect, a late parameter affects all subsequent ones. Delays in the basic factors of pedagogical processes. | Staffing complications.                          | Arrangements for procedures at the start of the academic year. | Clear definition and respect of deadlines; assignment of tasks; insistence on compliance; reinforcement of staff.                      | Leadership     |

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| Lack of oversight; unnecessary administrative overload. | Valuable time of administrative staff is spent on unnecessary things. | Establishment and adoption of a new protocol on the procedure for the application and execution of the Master's thesis. | Redefine the validity of the notified topic, the legitimate reasons for withdrawal, the number of withdrawals from | Vice-Dean for study matters |
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|   |  |   | completion of studies, sanctions   |  |
| Confusion in the organisation and implementation of PGUN. | Candidates drop out; staff sick leave.         | Changes to the EVS to include the specificities of the UL AG. | Meeting with those responsible at the Ministry of Foreign Affairs.   | Leadership                                     |
| The lack of transparency of students' master theses.      | Reduced quality of products; recurring themes. | Arranging for the review of mag. works.                       | Establishment and organisation of a repository for Master's theses.  | Vice-Dean for study matters<br>Head of Library |
| Variable quality of written Master's theses.              | Incompetence; second-rate.                     | Raising the quality of Master's theses.                       | Revise the Guidelines for the preparation of Master's theses; ensure quality selection of Commissions; staff training. | Leadership                                     |

## 3.2. RESEARCH ACTIVITY

### Conducting research

The UL AG Research Group (0868-002 - from ARRS records) is involved in the university undergraduate and postgraduate music study programmes. Its members actively collaborate with members of research groups from other disciplines and with renowned artists, thus complementing their specific expertise with knowledge from other disciplines and direct artistic experience. They are involved in Slovenian and international programme groups and research networks, participate in international and national scientific conferences and symposia and in music performance projects. They publish their research findings in scientific and professional monographs and other publications, and present their artistic creations to the public live or remotely and on various sound and image media. The UL AG Research Group has eleven members, six of whom are active primarily in the publication of scientific works, and five of whom are active primarily in the field of artistic activity and artistic research. In connection with the Interdisciplinary Doctoral Programme in Humanities and Social Sciences, research is also carried out by doctoral students in the fields of music pedagogy and composition and music theory. For many years, the UL AG has been working to ensure that both the legal and accreditation conditions for the introduction of an artistic doctoral programme are in place.

### Popularising science

In the academic year 2021/22, several events have been successfully implemented. In April 2022, an external contractor, Dr. Špela Golobič, gave a lecture *Didactic Use of Canva, Sountrap and Hookpad* for students of the Department of Music Pedagogy at 1st and 2nd level, in May 2022, student Valentina Buh, under the mentorship of Assoc. Prof. Dr. Dr. Špela Golobič, gave a lecture *Didactic Use of Canva, Sountrap and Hookpad* for students of the Department of Music Pedagogy at 1st and 2nd level. In November 2022, an internationally renowned scientific symposium *Open the Doors to Music Art and Science* was successfully held, which brought together artistic and scientific research, and in early December 2022, a part of the students of the 3rd year of the University of Ljubljana took part in the EAS International Conference in Belgrade. On 7 May 2022, the *5th International Music Olympiad Ljubljana* was successfully held, co-organised by the UL Academy of Music and the Music Youth Association of Slovenia, but it was held "remotely" due to the uncertain epidemiological situation in some of the participating countries.

### Quality of research work

Impact of covid-19: The precarious epidemiological situation continued to have a negative impact on mobility and exchanges of researchers in 2022, while the rate of publication of scientific research papers did not decrease significantly, as shown in SICRIS.

### Calculated indicators and statistics taken into account

- Researchers (number, exchanges): in 2022, there were 11 researchers actively working at the UL AG who are registered in the ARRS. Due to the low number, the UL AG aims to increase its membership by including PhD students to strengthen its scientific research activities.
- Exchanges:
  - Erasmus+ staff mobility for teaching, University of Arts Belgrade, 15 May - 21 May 2022.
- Projects: in 2022, members of the research team were involved in one research programme and five projects, namely:
  - ARRS research programme P6-0376 entitled *Theatre and Inter-artistic Research (2009-2023)*, which is implemented at UL AGRFT, UL AG and ALUOU.
  - *Youth Music after 1945 and Musical Youth of Slovenia*. Project code: J6-3135 (2021-2024) <http://muzikologijaff.si/gmgm/>. The project is co-funded by the Public Agency for Research.

- Project *Flexible forms of learning for students - future music teachers* (RSF activity A.I.1.h), University of Ljubljana (1 December 2022-31 May 2023).
- Developing communication skills through cultural and arts education (SKUM, 18 August 2017-30 June 2022). . <https://www.skum.si/>. The project is funded by the Republic of Slovenia and the European from the European Social Fund.
- International project B-Air Art Infinity Radio - Creating sound art for babies, toddlers and vulnerable groups (promoter RTV Slovenia, 2020-2023).
- International project *IN MEDIA STAT VIRTUS*. Project code: code KA226 - 2B371261. The project is funded by the European Union under the ERASMUS+ Programme, Cooperation for Innovation and exchange of good practices - STRATEGIC PARTNERSHIPS Key Action 2 (Partners: Conservatorio Giacomo Puccini *La Spezia*, Koninklijk Conservatorium *Bruxelles*, Béla Bartók Music Institute *Miskolc*, Academy of Music *Cluj*, Academy of Music *Ljubljana*, Conservatorio Superior de Musica *A Coruña*, 1. 11. 2021-30. 11. 2024).
- Bibliographic research performance: the UL AG Research Group achieved a total of 205.49 points in 2022 (score 0.55), of which 53.66 (A") for outstanding achievements (score 0.04), 53.66 (A') for very high quality achievements (score 0.04) and 53.66 (A1/2) for significant achievements (score 0.04). The research performance of the A1 group was scored 0.67. The number of net citations of scientific papers in the last 10 years (2013-2022) is 18, the most cited paper in the last 10 years (2012-2021) is 3, the h-index in the last 10 years (2013-2022) is 2. 9 net citations were cited in the impact factor database in 2022, of which 3 citations in the WoS database and 6 citations in the Scopus database. The numerical representation of bibliographic units is low due to the low number of team members. The group also includes individuals working in other fields not directly related to scientific research but to artistic activity, and it would be useful to consider involving them more in the preparation of papers in this field, or to enlarge the group with new members who have a proven track record in the scientific field.

#### IMPLEMENTATION OF MEASURES

| Member/University objectives  | Planned actions   | Status of the action                 | Further explanation realisations |
|---|---|--------------------------------------|----------------------------------|
| ARRS - overview of the code lists and their completion                                  | Start of discussions with ARRS on the introduction of new codes and new research areas: interdisciplinary sciences, music and arts, possibility of hybrid umbrella areas. | remains at the level of the proposal |                                  |
| Call for applications for the Doctoral Programme in Art                                 | Continuation of the accreditation process of the third-level PhD programme in Art at NAKVIS.  | implemented                          |                                  |
| Building on the cooperation with the Department of Musicology of the UL Faculty of Arts | Scientific research networking.   | remains at the level of the proposal |                                  |

|  |   |             |  |
|--|---|-------------|--|
| Exploring the possibility of applying for new interdisciplinary projects   | Establishing contacts and initial concepts for interdisciplinary research within UL   | implemented |  |
|  | (active art and exploration).   |             |  |
| Symposia and seminars  | Organisation and execution of the International Symposium 2022; seminars on rhetoric and creative writing (science in connection with the artistic production of the UL AG).  | implemented |  |
| Publishing and printing  | Procedures for the inclusion of the Music Pedagogy Proceedings of the Academy of Music in important bibliographic databases. Entry of all published articles from the Musicology Proceedings of the UL AG into the COBISS system.<br>Publication of special thematic scientific monographs (Lucijan Marija Škerjanc).<br>Publication of the facsimile of the first doctoral thesis at UL AG by Dr Breda Oblak (1987) entitled Creative Learning in Music Education at the Primary School Level. | implemented |  |
| Review and harmonisation of the Bibliographic Performance Indicators scorecard   | Alignment of the scoring system for election to a degree with the accepted interpretations for scientific habilitation at the UL AG.  | implemented |  |
| Expanding the research team by adding new members with relevant credentials, working to increase publications in highly-regarded journals. | Planned recruitment of new teachers working in the field of scientific research, ARRS initiative for a systemic possibility to include UL AG PhD students in the research team.   | implemented |  |

#### KEY IMPROVEMENTS

- linking artistic and scientific research,
- the beginnings of links with other non-arts UL members,
- greater international cooperation (Music@AlpeAdria),
- Increased international visibility - successful bid for the "Eparm conference" to be held in Ljubljana in 2024,
- Increased media visibility.

## PROPOSALS FOR NEW MEASURES

| Key weaknesses   | Key hazards  | Member/University objectives                    | Planned actions  | Responsibility  |
|--|--|---|--|---|
| Not enough activity in the field of artistic research. | Lower visibility of the science and arts sector.   | Continuous activities.                          | Symposia and post-symposium lectures.  | Vice-Dean ZURD.   |
| Ignorance of the importance of artistic research.      | Lack of interest from students and professors.   | Art and research projects.                      | Possibility of introducing a new elective course; possibility of applying for the Prešeren Prize of the UL AG. | Associate Dean ZURD, Assoc. prof. dr. Branka Rotar Pance, Assoc. prof. dr. Katarina Habe, Prof. dr. Darja Koter |
| Lower visibility on online networks.                   | Lack of visibility in wider society.   | Increased visibility of scientific activity.    | Launching new activities to promote scientific activity.   | Vice-Dean of ZURD, Assoc. Prof. Dr. Tina Bohak Adam   |
| Lack of administrative support.                        | Factors external to the organisation that adversely affect the performance of the organisation's tasks or the achievement of its objectives; these are factors that are outside our control in principle (e.g. an anticipated change in legislation) | Project office.                                 | Monitoring EU calls for proposals, monitoring ARRS projects.   | Dean, Vice-Dean ZURD, Secretary   |
| Delayed accreditation of the Arts PhD programme.       | Time lag of first entry.   | Accreditation of the Doctoral Programme in Art. | Continuation of the accreditation process.   | Dean, Vice-Dean ZURD  |



### 3.3. ARTISTIC ACTIVITY

#### **Trends in indicators of artistic activity in the context of external and internal factors**

Artistic activity in 2022 has been restored to the pre-Covid levels, and we have been able to carry out the vast majority of the planned artistic projects. Of course, we will not be rid of the effects of the pandemic in a short period of time, but the trend shows that artistic life is slowly returning to normal, which is reflected both in the students' desire to perform in public and in the number of people attending our events and in the number of visitors to our venues.

#### **Achieving the strategic objectives of artistic activity**

The strategic objectives have been implemented more or less as planned. There was intensive artistic cooperation with international and national partners, but the post-covidency influence was still felt, which contributed to raising the artistic level of students and lecturers and alumni participating in the artistic activities of the institution (as conductors, members of professional orchestras, substitutes in ensembles, etc.).

#### **Interdisciplinarity, networking among members and with other universities, institutions**

The concert cycle Tutti until the end of 2022 will include the Slovenian Philharmonic Orchestra, the RTV Slovenia Symphony Orchestra, the Maribor Symphony Orchestra, and the Ljubljana Opera and Ballet Orchestra. Major interdisciplinary projects include the opera *Agrippina*, which was performed in April at Cankarjev dom and brought together our institution and the Faculty of Natural Sciences and Engineering, the Faculty of Applied Sciences, the Academy of Fine and Performing Arts and the Secondary Hairdressing School.

In addition to collaborations with other institutions, we have produced a large number of concerts for the public in two subscription series; the Tutti series, which includes concerts by major ensembles of the Academy of Music, from instrumental to vocal, and the Solo e da camera series, which includes solo concerts and concerts by chamber ensembles, both student and student-led, as well as by our own lecturers and alumnae. The Tutti series is a series of concerts by the Academy of Music's major ensembles, ranging from instrumental to vocal.

#### **Cooperation with the environment and development of the field in relation to the development of the relevant environment**

We have tried and partially succeeded in reviving the touring of our ensembles around Slovenia. Our Symphony Orchestra toured in Slovenske Konjice, our Chamber String Orchestra performed in Kropa, Slovenj Gradec and Zagorje, and our Chamber Choir gave a concert in Vienna. The guest appearances have started to pick up again, and we would certainly like to see more of them.

#### **Integrating artistic work with teaching**

Student involvement in artistic works/projects is an indispensable part of the study process in the first and even more so in the second cycle of studies. Students are informed about events and achievements on the UL AG website and FB, Instagram, LinkedIn and Twitter profiles, as well as about all other projects and opportunities for involvement. The 8th Academia Musicæ Labacensis Summer School was very successfully held in the new premises of the Kazina Palace. In the last half of August, the following seminars or courses were held under the guidance of our teachers and invited international artists: viola seminar, violin seminar, cello seminar, percussion seminar, chamber music seminar and chamber music seminar. During this time we hosted 33 young musicians from Slovenia and abroad.

#### **Integrating artistic and research activities**

There is still a lot of room for improvement and intensification in this segment. The link with research is not systematically recorded, as at the current stage it only covers individual parameters that arise in

parallel with the implementation of specific artistic projects, mainly in terms of historical-geographical specificity, repertoire and cultural anthropology.

### **Other international artistic activities**

International activities have been reinvigorated after a long hiatus, and we as an institution have been involved in international projects in cooperation with the neighbouring countries of Italy and Austria, directly with the conservatories of Klagenfurt and Udine. We have successfully carried out the BIP projects AccMuslink22 and Brass'n Roll, the charity concert Young Talents together with the HAMU Academy in Prague, and numerous exchange concerts between partner institutions in Europe.

### **Responsiveness in obtaining funding**

Contacts with the Ministry of Culture of the Republic of Slovenia have already been made in 2021 with a view to changing the legislation and rules to allow university art projects to participate in project and other calls for proposals of the Ministry of Culture of the Republic of Slovenia. The response from the Ministry has been positive, but the University is still not sure how and whether this is feasible in practice.

### **Cooperation between Member and university services in this field**

The UL AG regularly informs the university services about its artistic events, which are posted on UL forums (Kulturnica, Univerzitetnik, UL website, Facebook, Instagram, etc.). We very much welcome the good responsiveness and engagement of the Vice-Rector for Arts and his team, as the information reaches UL students and staff on a consistent and regular basis. The responsiveness of the interested public has increased significantly and we hope that the trend will continue.

### **Reflection**

The structure and content of the artistic activities at UL AG are comparable to the subscriptions of the largest Slovenian professional concert organisations. In terms of quality and professional level, it is at the very top of international university educational institutions. The content, organisation and execution of events enable students to approach the essence of the study programme at a high professional level and provide them with the necessary experience for professional life.

The concerts are always better attended, one could even say well attended, which is certainly due to our new premises or halls and to the greatly increased promotion by the competent UL AG department. There is definitely a need for more encouragement of students to attend concert events by the UL AG teachers. They should set a good example by their own attendance and stimulate the students' interest in their professional field. In addition, UL AG should continuously strive to arouse public interest and increase attendance. Cooperation with the Slovenian media is good, especially with RTV Slo, but there is room for improvement.

The cooperation with the environment, especially all Slovenian vocational institutions, is unique in the international context and has a very beneficial long-term impact on students. Auditions for solo performances with orchestras are one of the jewels of the UL AG, giving the best local students an advantage over international competition and making them highly competent. International cooperation is good. Joint or sister projects are carried out with music universities and institutions in all neighbouring countries and Germany. The UL AG invites renowned foreign artists to participate.

We are working hard to increase the interest of UL AG alumni to participate more in the design and performance of concerts, masterclasses and other projects, as we can boast a large number of our alumni who represent our University as professional musicians and lecturers at the highest level all over the world.

Inter-university and inter-institutional cooperation takes place at several levels. We regularly cooperate with AGRFT,

ALUO and NTF and the Musicology Department of the Faculty of Arts.

## IMPLEMENTATION OF MEASURES

| Objectives from the previous reports                               | Measures referred to in the previous reports  | Status of the action                                     | Further explanation realisations  |
|--|---|--|---|
| Update of concert cycles   | Introduction of new subscriptions cycles (vocal, alumni ...).   | already included in the new Annual work programme        |   |
| New concert venues cycles  | Production of concert events at new venues (Cukrarna, Museum of Architecture, etc.); search for new concert venues outside the Ljubljana region in order to decentralise UL AG concert events to regions of Slovenia (cultural centres, music schools, other cultural centres). | partially implemented                                    | With the move to the Kazina Palace, we have acquired new concert facilities, so we have focused our concert planning on the halls of our own institution. |
| Opening of the club with public music events at the Kazina Palace  | Preparation and planning events at Club Kazina.   | already partly included in the new Annual work programme | The Casino Club does not have a tenant yet, so it is not yet fully operational.   |
| Digitisation and renewal of the organisation of concert activities | Redesign of forms, registration forms, concert schedule into digital format.  | implemented  |   |
| Improving the efficiency of concert support services               | Streamlining the processes and efficiency of the Concert Service.   | partially implemented                                    | We have largely improved efficiency, mainly through student work, but we are still short of permanent staff.  |
| Performing an opera project <i>Agrippina</i> .                     | Production of an opera project in collaboration with NTF.   | implemented  |   |
| Promotion of the UL AG relocation to Kazina Palace                 | Events to celebrate the opening of the Casino Palace - a week of events (open day, press conference, exhibitions, concerts, etc.).  | implemented  |   |
| Setting up an audio and video repository                           | Transfer and editing of concert and other recordings from the RTV Slovenia archive; editing of a repository of audio and video recordings of all important public concerts and performances.  | already partly included in the new Annual work programme | We still have a problem in a certain segment in obtaining footage from the RTV archive, so the implementation is still ongoing.                           |

|  |  |                       |   |
|--|--|-----------------------|---|
| Archiving of UL AG events  | High-quality audio and video recording of UL AG events and comprehensive archiving of recordings.  | partially implemented | Archiving has been improved and is slowly being set up. We are limited with equipment for quality video recording, but we are still |
|  |  |                       | take a holistic approach to the project.  |
| Participation in and management of international multilateral art projects                                       | Erasmus+ projects Brass 'n Roll and AccMusLink 22.   | implemented           |   |
| Organisation of international bilateral artistic events  | Conducting bilateral concerts with partner institutions (HAMU, Liszt Academy, KUG, MUZA, RUC, Zhejiang Conservatory, CSU).   | partially implemented | The project with HAMU Prague has been implemented, while others are ongoing or in the implementation phase.                         |
| Participation in and organisation of international competitions  | Participation in international competitions in various disciplines (Complementary piano, wind and brass instruments...).   | partially implemented |   |
| Profile of a graduate with a broad knowledge of. The integrity of the profession.                                | Confront employees verbally with the issues and give a clear position of the UL AG.  |                       |   |
| Equal standing among peer institutions in Europe and worldwide.  | Encourage students and teachers to take initiatives for international cooperation. Introduce an online form where such incentives can be entered, recorded and made available. Entrepreneurial spirit of the UL AG management in obtaining international agreements. |                       |   |
| Long-term planning projects  | Ensure that the Commission for Artistic Activities plans long-term projects and ensures a diversity of production and a balanced workload for teaching staff   |                       |   |
| Linking events with partners from abroad and ticketing cooperation with academies in the Central European region | Erasmus cooperation with partners from abroad.   |                       |   |

## PROPOSALS FOR NEW MEASURES

| Key weaknesses  | Key hazards   | Member/University objectives   | Planned actions   | Responsibility   |
|---|---|--|---|--|
| Huge number of events at UL AG; understaffing                                       | Not enough people (alumni) interested in performing   | New concert cycles (until November 2023)                             | Launch of new subscription concert series.  | Vice-Dean for Artistic Activities of the UL AG<br><br>Head of the Concert Activity Unit of the UL AG   |
| Huge number of events at UL AG; understaffing                                       | Lack of interest from external cultural institutions; lack of financial resources                         | UL AG productions in Slovenia and abroad (until January 2024)        | Hosting of UL AG artistic productions in the local environment outside Ljubljana and thus presenting our students in their hometowns.   | Vice-Dean for Artistic Activities of the UL AG<br><br>Head of the Concert Activity Unit of the UL AG   |
| Understaffing; lack of financial resources  | Not competitive with promotions of other, larger institutions; lack of visibility; lack of media interest | Promotion of UL AG (until January 2024)                              | Strengthen the visibility of the UL AG and its activities in the wider public (regular photography of UL AG events, redesign of the visual identity, redesign of the website, presence in digital media, etc.). | Vice-Dean for Artistic Activities of the UL AG<br><br>Head of the Concert Activity Unit of the UL AG   |
| Not enough people interested in performing  | Club closed due to lack of a catering tenant; not enough visitors to events                               | Regular events at Klub Kazina (until January 2024)                   | Organisation and execution of regular events (with a focus on jazz evenings) featuring UL students.   | Vice-Dean for Artistic Activities of the UL AG<br><br>Head of the Concert Activity Unit of the UL AG<br><br>Programme Council of the Kazina Club |
| Lack of technical staff; lack of division of labour; huge number of events at UL AG | Insufficient funding  | Concert Organising Unit functioning effectively (until January 2024) | Establishment of a Concert Organising Unit of the UL AG together with support services for the quality operation, organisation and delivery of events at the UL AG.   | Vice-Dean for Artistic Activities of the UL AG<br><br>Head of the Concert Activity Unit of the UL AG<br><br>External collaborator                |

|   |   |  |   |   |
|---|---|--|---|---|
|   |   |  |   | for concert activity  |
| Lack of time due to regular work commitments                      | Difficult accessibility archives of RTV Slovenia                                  | Organised repository of audio and video recordings (until January 2024)        | Arrangement of a repository of audio and video recordings of all UL AG concerts and events; transfer and arrangement of UL AG concert and other recordings from the RTV Slovenia archive. | Vice-Dean for Artistic Activities of the UL AG<br><br>Head of the Concert Activity Unit of the UL AG  |
| Lack of time due to regular work commitments                      | /   | Photo archive of UL AG events (until July 2023)                                | Archive of photographs from concerts and other UL AG events.  | Vice-Dean for Artistic Activities of the UL AG<br><br>Head of the Concert Activity Unit of the UL AG  |
| Rejection of the Regulations by the Senate of the UL AG           | /   | Updated Artistic Activity Regulations (until March 2023)                       | Update of the UL AG Auditions Regulations, the UL AG Prešeren Prize Regulations and the Solo e da camera Concert Series Application Regulations.  | Vice-Dean for Artistic Activities of the UL AG<br><br>Commission for artistic activities of the UL AG   |
| Insufficient promotion of the AML Summer Academy here and abroad  | Political and economic events in the world; lack of foreign participants          | International Summer Academy Academia Musicæ Labacensis (until September 2023) | Organisation and delivery of the 9th International AML 2023 Summer Academy in cooperation with renowned national and international mentors.   | Vice-Dean for Artistic Activities of the UL AG<br><br>Head of the Concert Activity Unit of the UL AG<br><br>Vice-Dean for International Activities of the UL AG |
| Disinterest of UL AG students and staff in project implementation | Political and economic developments in the world; disinterest of foreign partners | International multilateral arts projects and events (until January 2024)       | Participation in the implementation of Erasmus+ and BIP projects (Medinea-On-Air)   | Vice-Dean for International Activities of the UL AG<br><br>Head of the International Activity Unit<br><br>Vice-Dean for Artistic Activities of the UL AG        |

### 3.4. TRANSFER AND USE OF KNOWLEDGE

The transfer and application of the knowledge acquired in the framework of the UL AG study process takes place in the artistic and pedagogical fields in cooperation with partners in the environment. These collaborations are very important for the students and they are actively involved in them. They help them to increase their competences, gain valuable experience, and shape and develop their career paths during and after their studies. But these collaborations are also important for the partners as they enrich their activities.

Students first encounter the transfer and application of knowledge already within the UL AG, for example in integration courses such as chamber music, orchestra, choir, or in various artistic projects based on the knowledge acquired in the main course. However, there is a transfer of knowledge in both directions, as the knowledge acquired in the bridging subjects and projects then enriches the competences of the main subject. The UL Academy of Music offers students the opportunity to perform in the concert series (Tutti and Solo e da camera) and in numerous other concert and opera projects. In the Solo e da camera concert series, students have the opportunity to co-create their works with tutors/professors.

Many students perform in the concert series Musical Youth of Ljubljana and Musical Mladina Slovenije, which support young artists.

UL AG successfully cooperates with various professional institutions such as RTV Slovenia, Slovenian Philharmonic, Cankarjev dom, Ljubljana Festival, SNG Opera and Ballet Ljubljana and Maribor, Slovenian Armed Forces Orchestra, Slovenian Police Orchestra, Slovenian Chamber Theatre and Musical Matrix. Graduates of the UL AG are often employed by them.

In the field of teaching, there is also a significant transfer and application of knowledge from UL AG students to the environment. Here, cooperation with music schools, art high schools and conservatoires is important, where UL AG graduates are also employed. Students are involved in the activities of music schools as part of their teaching practice. Many of them also teach at music schools during their studies, where they gain new experience. The competences they acquire during their studies enable them to become successful teachers after their studies.

UL AG also cooperates with art institutions abroad. International cooperation with higher education institutions such as the Franz Liszt Academy of Music, Budapest, the Music Academy of the University of Zagreb (Muzička akademija Sveučilišta u Zagrebu), the Conservatorio di musica Giuseppe Tartini Trieste (Conservatorio di musica Giuseppe Tartini Trieste), the University of Arts, Graz (Kunstuniversität Graz), isa - International Summer Academy of the University of Music and Theatre Arts Vienna (isa - Internationale Sommerakademie der mdw - Universität für Musik und darstellende Kunst Wien) in the form of concert guest appearances, exchange concerts and pedagogical exchanges.

Both students and teaching staff are engaged in an international environment through seminars, workshops, summer academies and exchanges. These models, which are primarily linked to the teaching process, are reflected in the increase in the number of UL AG students in international youth orchestras (EUYO, GMJO, Mediteranean Youth Orchestra, Nei suoni del luoghi, Ceeman, Euphony ...).

In the area of knowledge transfer and application, a key improvement in 2021 is the introduction of new courses  
Orchestral playing and preparation for orchestral auditions for strings and Career Development for musicians.

Also in the academic year 2020/21, the covid-19 pandemic has hampered concert operations, which has had a significant impact on the implementation of most knowledge transfer and application processes at UL AG. Many concert activities, lectures, seminars were held online or postponed to later dates. From



May 2021 onwards, concerts at the AG have been held live again.

The Academy of Music's 2021/22 concert season featured four concert cycles Tutti, Solo e da camera, International Concerts and Don't Miss Out, which included numerous concerts in various locations in Ljubljana, Maribor, Koper, Zagreb and Budapest.

| Objectives<br>Members/universities                                     | Planned actions   | Responsibility                             | Whether the measure is related to facing the challenges of covid-19?                             | Relationship with RSF   |
|--|---|--|--|---|
| Concert performance of the Tutti cycle (until January 2024)            | Cooperation with others musical and cultural institutions (SF, SNG Opera Maribor and SNG Opera Ljubljana, RTV SLO), alignment concert programmes with soloists - UL students<br>AG, preparation concert booklets. | Vice-Dean for artistic activity            | Dependence on epidemiological situations (cooperation participants and visit concert audiences). | Cooperation with the environment  |
| Concert performance of the Solo e da camera cycle (until January 2024) | Implementation of agreements on organising concerts in different locations of Ljubljana, concert preparation booklets.  | Vice-Dean for artistic activity            | Dependence on epidemiological situations (cooperation participants and visit concert audiences). | Cooperation with the environment  |
| Concert performance of the International concerts (until January 2024) | Cooperation with foreign countries institutions and Affiliates institutions, harmonisation dates and implementation exchange concerts at home and abroad, and inclusion in a concert season 2023/24.              | Vice-Dean for International UL AG activity |  |   |
| Performing artistic student placements conducting with ensembles SF    | Signing of the agreement with SF, organising hospitalizations and artistic practices in agreement with artistic directors.  | Head of Department for conducting          | Dependence on epidemiological situations (cooperation participants).                             |   |
| Alumni participation UL AG (until January 2024)                        | Integration and Alumni cooperation UL AG in the implementation artistic productions.  | Vice-Dean for artistic activity UL AG      |  | Cooperation with the environment - inclusion in optional study<br><br>Practices |
| Musical performances students from outside UL                          | Intervening in organisation of music  | Vice-Dean for artistic activity            | Dependence on epidemiological  | Cooperation with the environment - strengthening competences                    |

|    |  |       |  |                 |
|----|--|-------|--|-----------------|
| AG | performances and concerts<br>UL AG students for UL members and beyond. | UL AG | situations (cooperation participants). | for Society 5.0 |
|----|--|-------|--|-----------------|

## IMPLEMENTATION OF MEASURES

| Objectives from the previous reports                     | Measures referred to in the previous reports  | Status of the action  | Further explanation realisations |
|--|---|-----------------------|----------------------------------|
| Tutti concert series                                     | Cooperation with other musical and cultural institutions (SF, SNG Opera Maribor, SNG Opera Ljubljana, RTV SLO), coordination of concert programmes with soloists - students of the UL AG, preparation of the concert booklet. | implemented           | /                                |
| Performance of the concert cycle Solo e da camera        | Arrangements for concerts in various locations in Ljubljana, preparation of a concert booklet.  | implemented           | /                                |
| Conducting students' artistic practice with SF ensembles | Signing of the agreement with SF, organisation of hospitations and artistic practice in agreement with the artistic directors.  | partially implemented | /                                |
| Lectures by UL AG alumni working abroad                  | /   | partially implemented | /                                |

## PROPOSALS FOR NEW MEASURES

| Key weaknesses | Key hazards  | Member/University objectives                         | Planned actions  | Responsibility   |
|----------------|--|--|--|--|
| /              | Scheduled occupancy of orchestras of external institutions | Tutti concert series (until January 2024)            | Cooperation with external cultural institutions (Slovenian Philharmonic, SNG Maribor, SNG Opera and Ballet Ljubljana, RTV Slovenia), coordination of concert programmes with soloists - students of UL AG and inclusion in the 2023/24 concert season. | Vice-Dean for Artistic Activities of the UL AG<br><br>Head of the Concert Activity Unit of the UL AG |
| /              | /  | Concert series Solo e da camera (until January 2024) | Publication of the call for applications, coordination of the programmes and concert dates of the applicants - students and professors of the  | Vice-Dean for Artistic Activities of the UL AG<br><br>Head of the Concert Activity Unit of the UL AG |

|  |  |  |                               |  |
|--|--|--|-------------------------------|--|
|  |  |  | UL AG and<br>inclusion in the |  |
|--|--|--|-------------------------------|--|

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|  |   |   |  |  |
|--|---|---|--|--|
|  |   |   | concert season 2023/24.  |  |
| Students and staff of UL AG are not interested in international projects | Political and economic developments in the world; disinterest of foreign partners | International Concerts concert series (until January 2024)  | Cooperation with foreign institutions and partner institutions, coordination of dates and performance of exchange concerts at home and abroad and inclusion in the 2023/24 concert season. | Vice-Dean for International Activities of the UL AG<br><br>Vice-Dean for Artistic Activities of the UL AG<br><br>Head of the Concert Activity Unit of the UL AG<br><br>Head of the International Activity Unit |
| /  | Schedule availability of the ensembles of the Slovenian Philharmonic              | Artistic practice of conducting students of UL AG with ensembles of the Slovenian Philharmonic Orchestra (until January 2024) | Organisation of hospitations and artistic practice of conducting students at the Slovenian Philharmonic.   | Vice-Dean for Artistic Activities of the UL AG   |
| /  | UL AG alumni uninterested in participating  | UL AG alumni participation (until January 2024)   | Involvement and cooperation with UL AG alumni in the implementation of artistic productions.   | Vice-Dean for Artistic Activities of the UL AG<br><br>Head of the Concert Activity Unit of the UL AG   |
| Student occupancy with other liabilities                                 | Non-demand for appearances  | Musical performances students from outside UL AG  | Arranging musical performances and concerts by UL AG students for UL members and beyond.   | Vice-Dean for Artistic Activities of the UL AG<br><br>Head of the Concert Activity Unit of the UL AG   |

## 3.5. CREATIVE CONDITIONS FOR WORK AND STUDY

### 3.5.1. Library and publishing 2022

#### **Publishing activity**

In cooperation with the University of Primorska Press, two volumes of the 18th year (2022) of the *Music Pedagogical Proceedings of the Academy of Music in Ljubljana* have been published. Both volumes were published only in electronic version, which is available on the homepage of the Proceedings:

<https://zalozba.upr.si/issn/2712-3987/>

Both issues are freely available both as individual contributions and as a whole (pdf or Flip Book):

Volume 18 (2022), Issue 36: <https://zalozba.upr.si/36-2022/>

Volume 18 (2022), Issue 37: <https://zalozba.upr.si/37-2022/>

On the occasion of the International Scientific Symposium OPENING THE DOORS TO MUSICAL ART AND SCIENCE (Ljubljana, Palača Kazina, 24-25 November 2022), the Academy of Music of the UL has published the abstract book of the same name in electronic form (ISBN 978-961-6393-27-0), which is freely available at: [https://www.simpozij.ag.uni-lj.si/\\_files/ugd/f56b05\\_159382fe633d40e7b0db567c1123425e.pdf](https://www.simpozij.ag.uni-lj.si/_files/ugd/f56b05_159382fe633d40e7b0db567c1123425e.pdf).

UL AG is considering a more active future cooperation with the newly established University of Ljubljana Press (ZUL), with which we have first agreed to sell our publications via the ZUL online bookstore and will soon arrange this technically.

#### **Library activity**

In 2022, a lot of activity was focused on preparing for the library's move to the new premises, then on the move itself, and finally on arranging the installation of the materials in the new location. We have worked hard to make the move as rational as possible from a financial and time perspective.

The previously prepared designs for the new premises had to be reviewed and further adapted to ensure that the premises could be adequately equipped for the different segments of the library's activities and adapted to the different types of material (monographs, periodicals, collection of sheet music, phonoteka). Unfortunately, the designers did not take all the comments into account in time. For example, we are still waiting for the appropriate furniture to house the sound recordings collection. For the most part, however, we can be very satisfied with the furnishing of the new premises. However, we found that insufficient attention was paid to the need for storage space for non-accessible material in the design of the new library premises. Some of this material will have to be stored in the basement archive rooms, where there are very real problems of excessive humidity.

The library now operates in an area 4 times larger than the old site. Users have access to a modern lending library (with a book vending machine), a well-organised and well-presented collection of music periodicals, and most of the material is freely accessible. After a long period without a reading room, UL AG now has a well-equipped reading room for independent study (12 reading places, 6 computers), small group work or rest/relaxation. In order to make the most of the possibilities offered by the reading room, it will be necessary to keep the library/reading room open longer than it has been.

In order to inform potential users (students, teachers) who have not had the best experience of the library and its services about the possibilities offered by the new library facilities, we organised several presentations at the end of the calendar year. This practice will have to be integrated into the regular study process in the coming years.

In the area of purchasing new material, we have managed to meet most of the current needs or requests. Still ~~we do not have a transparent permanent fund within the UL AG financial plan for the purchase of new literature~~

and the established dividing lines between orders for concert activity and orders for actual modernisation library materials.

Before the move to the new location, we were only able to carry out a partial selection of old material because some departments did not respond adequately to the call to review material in their area. The process of de-accessioning outdated and obsolete material has not yet been completed.

A large proportion of the sheet music collection is still not included in COBISS, although the recruitment of an additional part-time librarian (from spring 2020) has helped to make significant progress in this area. But in 2022 we have to devote a lot of working time to the move and related activities.

| Key improvements and good practices over the past period                 | Explanation of the impact on quality   |
|--|--|
| Relocation of the library to the new premises of the UL AG in the Casino | The library now operates in an area 4 times larger than the old site. Users now have access to a modern lending library (with a book vending machine), a well-organised and well-presented collection of music periodicals, most of the material in free access, 12 reading places, 6 computers. |
| Library reading room   | After a long period without a library reading room, UL AG users now have a well-equipped reading room for independent study, small group work or rest/relaxation.  |
| Introduction of organised library presentations for potential users      | Students and teachers have a positive attitude towards the library, a better knowledge of library facilities and services, and are empowered to work independently in the library.   |

| Key weaknesses  | Objective(s)                                       | Proposals for action  | Responsibility                        |
|---|--|---|---------------------------------------|
| A significant proportion of the sheet music collection is still not included in COBISS, is in old editions and is in poor physical condition. | Organising and updating the sheet music collection | Systematic accessioning of old material, elimination of inappropriate material and updating of material. Repeated call for the cooperation of Heads of Departments in the elimination of inappropriate material | Head of Library, Heads of Departments |
| For material not included in COBISS, there is no inventory book or catalogue - no overview of the library's collection                        | Good overview of the library's entire collection   | At least a basic inventory of the entire library collection to be carried out in 2023 Involvement of women demonstrators in the project for the most basic inventory of uncatalogued material                   | Library Manager, Demonstrators        |



|  |  |  |  |
|--|--|--|--|
| The problem of storage space for material not placed in open access (performance materials, older years of journals, manuscript material, unprocessed material from legacies, etc.) and furniture for new collections (Kuret's legacy) | Sufficient storage space for all current library materials in the Casino   | Acquisition of suitable storage space in the Kazina Palace.<br>Order and purchase of additional bookcases for the Kuret collection.  | UL AG Printing, Publishing and Librarianship Committee, Head of the Library, UL AG Management. |
| Publishing activities of the UL AG not sufficiently known to the public  | UL AG's publishing offer is brought closer to a wider range of potential stakeholders.   | Including UL AG publications in the sale via the UL Publishing House online bookstore. Presence at book fairs (Liber.ac, SKS) in the framework of the UL Publishing House. | Head of Library, FRS UL AG   |
| UL AG students and teachers do not actively use library facilities and services  | UL AG students and teachers use the library facilities and services to an extent that makes good use of the library's potential. | Organised and individual presentations on the library, the use of e-resources, orientation of students to use the library  | Library manager, teachers, UL AG management  |

| Key hazards  | Objective(s)   | Proposals for action  | Responsibility                     |
|--|--|---|------------------------------------|
| Non-transparency of the services provided funds for library materials. | A permanent, transparent fund for the purchase of new materials. | Overview of the Fund, rational selection of new material under the supervision of the TCK Commission. | Library manager, management UL AG. |

| Objectives from the previous reports                          | Measures referred to in Previous reports  | Status of the action           | Further explanation of implementation  | Connectivity the challenges of covid-19 |
|---|---|--------------------------------|--|---|
| Moving to new the Casino's premises.                          | Cataloguing overdue records, system entry of old material, updating of material.  | Relocation carried out in 2022 | Better spatial conditions in The library and the clearly arranged materials make it easier to browse and catalogue. However, due to the scale of the relocation-related activities, progress is still is not so obvious.   | -                                       |
| Move to new, properly equipped premises in the Kazina Palace. | When designing the new premises, it is necessary, in cooperation with the designers, to provide adequately sized and equipped spaces for the work of the librarians and users (reading/listening room, free access, lending, workstations). space, storage) | Duly implemented in 2022       | The library has acquired suitable premises and, in most cases, adequate equipment. A few deficiencies still need to be corrected or completed (phonoteka - shelving, sufficient storage space).<br>The disadvantage is that access to the reading room is only possible through the other library rooms. | -                                       |

|  |   |  |   |   |
|--|---|--|---|---|
| Library users are empowered to work independently in the library | Introduction of organised presentations of the library and the use of electronic resources for students involved in the study process at the beginning of the academic year. More reference work by librarians. | Retrieved from                                       | The few presentations that have been made have had encouraging results in terms of attendance and use of the library. However, a longer process will be needed to ensure that the library's potential is exploited to the full. | - |
| Arrangements and updating the collection of sheet music          | Systematic enrolment old material, weeding out inappropriate material and updating material.  | Partially implemented in 2022                        | Due to the relocation and the associated activities, the write-down process has not yet been completed. Heads of departments will need to be invited again to participate in the eliminating inappropriate material.            | - |
| A good overview of the entire fund library materials             | Still in 2022 at least the most basic inventory of the entire library collection  | Launched in 2022                                     | Due to the burden of relocation and related activities, work on the census has come to a standstill. We will be involved in the preparation of the census in 2023 demonstrators   | - |
| Permanent, transparent a fund for the purchase of new materials. | Control of the Fund, rational selection of new material through the TCK Commission.   | partly included in work programme (action Plan) 2022 | The transition to APIS will more transparent cost tracking and, as a result, better control over the purchase of new material. The move to the Casino Palace will allow for a better overview of the material.                  | - |

| Objectives Members/universities     | Planned actions   | Responsibility             | Is the measure related to facing the challenges of covid-19? | Connectivity RSF |
|-------------------------------------|---|----------------------------|--|------------------|
| Developing the library UL AG system | Acquisition of a new colleague (replacement) and student demonstrators help   | Head of Library, Secretary | /  | /                |
| Developing the library UL AG system | Involvement of the Head of the UL AG Library in the work of the Commission for the Development of the Library System UL | Head of Library, Secretary | /  | /                |

### 3.5.2. Career and personal development of students; extra-curricular activities and activities of interest, Student services, students with special status, tutoring system

The University of Ljubljana Career Centres (UL CCs) have the function of information, networking and career

counselling, and act as an information network for students, of which the Academy of Music of the University of Ljubljana (UL AG) is a part. The POPR (Portal of Personal and Professional Development) information system has been launched, where students are informed about current developments in the field of career counselling, as well as about the possibilities of extracurricular and interest activities at UL. Students are involved in extracurricular activities outside the study process, some programmes are credit-bearing with 3 or 4 credits, and students of UL AG are more likely to participate in credit-bearing extracurricular activities with an approved curriculum during the winter, summer or both semesters. The highest interest in non-credit-bearing extracurricular activities is in the CULTure and Arts Month and the Extracurricular Activities Fair programmes.

In 2022, 26 students from UL AG participated in the UL Career Centres workshops:

|   |
|---|
| Networking workshops → 1  |
| How to connect with other people + networking → 1                         |
| Workshops on mental well-being → 15                                       |
| How to turn trepidation into enthusiasm → 13                              |
| Mental stress and harmful behaviour patterns and how to help yourself → 2 |
| Employment relations and legal issues → 3                                 |
| Self-employed status in culture → 3                                       |
| Single event → 6  |
| 30 - hour German refresher course → 1                                     |
| 30 - 1 hour Spanish beginner course → 1                                   |
| 30-hour Italian refresher course → 1                                      |
| Cultural management → 1   |
| Business finance for beginners → 1  |
| Recording and editing with a mobile phone → 1                             |
| Communication basics → 1  |
| Public speaking → 1   |

In addition to workshops and webinars, students also have the opportunity for one-to-one counselling. In 2022, 3 UL AG students participated in individual counselling.

The Career Centres organised International Opportunities Markets, which are part of the activities of *Izzvi Abroad*, one of the UL KC networks. The Markets showcased France as a study and research environment, the various DAAD (German Academic Exchange Service) scholarship programmes suitable for students and graduates, post-doctoral students and young scientists, as well as higher education teachers and scientists. Challenges Abroad offers information on types of mobility and students' backgrounds, scholarship opportunities and work experience opportunities abroad.

As part of the RSF Action CIII2 - *Delivering training to strengthen students' competences for Society 5.0*, two workshops were held for UL AG students.

The Alumni Clubs of the University of Ljubljana, which operate as a network of alumni clubs of the University of Ljubljana, are also part of the KC UL's circle of activities. The Academy of Music of UL is an independent alumni club, operating within the umbrella Alumni Club of UL. 98 students are members of the Alumni Club of UL AG. The number of students is increasing mainly due to targeted information of students about this possibility via e-mail. We have decided to send an automatic congratulatory letter/invitation to the alumni club on the occasion of graduation, which operates via VIS.

At UL AG we have a tutoring system in several forms: introductory tutoring, subject tutoring, tutoring for foreign students (*Buddy System*). Student tutors sign up for a credit-bearing and graded tutoring course, which

continues to run successfully for several years. Interest in the Tutoring course is increasing.

| Key improvements and good practices in the past period | Explanation of the impact on quality                             |
|--|--|
| Workshops by UL AG professor in the framework of KC UL | Increased number of UL AG students attending KC workshops<br>OJ. |

| Key weaknesses  | Objective(s)   | Proposals for action  | Responsibility                |
|---|--|---|-------------------------------|
| Raising students' awareness that have access to career guidance during their studies.         | Increasing the number of students at all workshops organised by KC UL.   | Meeting of the KC representative UL and UL AG with the ŠS UL AG with a view to improving information on area. | Management of UL AG, ŠS UL AG |
| The Buddy Programme is offered as an elective course, enrolment closes at the end of October. | The Buddy Programme is for international students coming to study at UL AG. It would make sense to start tutoring sessions with the Buddy Programme tutors before the official start of the school year, as these students need the most support at the beginning of the year. | Tutor Buddy Programme the programme is called early.  | Management of AG UL           |

## 3.6. QUALITY SYSTEM MANAGEMENT AND DEVELOPMENT

### 3.6.1. Quality system operation

The Quality Committee of the UL AG, consisting of the programme administrators, a representative of the UL AG Student Council, a representative of the professional administrative and technical staff, the Vice-Dean for Academic Affairs, the Vice-Dean for Arts and the Vice-Dean for Quality and International Activities, is responsible for the quality system of the UL AG. The documents are collected, organised and coordinated by the reporting assistant. The members of the Quality Committee monitor all areas of the institution's activities, propose measures to the management and participate in the production of the management report.

The quality assurance system is established in accordance with the University of Ljubljana's quality guidelines and processograms, takes into account the specificities of the Academy of Arts and follows the strategic documents of the UL AG and the UL. It follows the development of quality monitoring in Europe and the world and introduces the AEC or MusiQuE criteria. In accordance with the quality monitoring system, the Quality Committee of the UL AG prepares a Quality Report at the end of the calendar year, which is an integral part of the institution's Annual Report. Proposals for action are included in the Annual Work Plan and the Action Plan for the following year. The proposals for action are discussed and adopted by the Senate and the Management Board of the UL AG, in a separate document submitted to AJPES and in the Annual Report submitted to the UL.

The Annual Report, including the Business Report, the Quality Report and the Financial Report, is available at UL AG website.

The quality of study programmes is monitored by their administrators, who also intervene to correct problems. They participate in the refresher courses and workshops organised by USKAP and monitor the development of the quality field within the UL. Workshops and training sessions organised by the University's Quality Monitoring, Analysis and Reporting Service also contribute to the improvement of the quality system at the institution.

| Key improvements and good practices in Past period   | Explanation of the impact on quality   |
|--|--|
| Increase the activity and regular meetings of the Commission for Quality UL AG   | The regular meetings of the Quality Committee of the UL AG enable the Commission's well-established functioning, its continuous identification of weaknesses and threats and its ongoing formulation of actions, which facilitates the quality loop and the increase in quality over time. |
| Close liaison between management and the Quality Commission UL AG with the participation of the management in the meetings of the Quality Commission of UL AG. | More effective communication between management and the Commission on UL AG quality and the accelerated quality loop.  |

| Key weaknesses  | Objective(s)  | Proposals for action  | Responsibility                                      |
|---|---|---|---|
| Low number of completed student surveys in the programme VIS. | At least 60% participation - completion of surveys. | Encourage students to participate and complete the surveys and to ensure their anonymity. | Management of UL AG, contractors subjects, CS UL AG |

|  |  |   |  |
|--|--|---|--|
| Inadequate monitoring of the quality of the study process  | Effective monitoring of the quality of the study process.  | To update the student surveys and supplement them with a set of questions on culture, atmosphere, and questions relating to the specifics of the educational process at UL AG (individual lessons, small and large ensemble lessons). | Vice-Dean for Academic Affairs,<br>Chair of the Quality Commission |
| The Quality Committee receives relatively few initiatives and suggestions for improvement from students and staff. | Establishing a culture in which staff and students unreservedly submit complaints to the Quality Committee of the UL AG and propose initiatives and suggestions for improvement. | Establish and promote new channels of communication between students and staff and the Quality Commission of the UL AG.   | Chair of the Quality Commission                                    |

### 3.6.2. Quality monitoring and improvement mechanisms

The UL AG Strategy 2021-2027, formulated and adopted in 2021, provides guidelines that contribute to quality improvement. The Strategy contains guidelines and actions of different dimensions that are being implemented and will be implemented over the next four years. The Strategy designates those responsible for the implementation of the actions and the development of the individual areas, which strengthens the quality loop of the system. The objectives set will have a significant impact on the development and improvement of the quality of UL AG.

The Quality Committee of the UL AG monitors developments at the UL AG, receives recommendations and complaints from all stakeholders and formulates them into meaningful quality improvement measures to be proposed to the management.

Student surveys are an essential element of quality monitoring at UL AG. A commentary on the results of the student survey follows in the next section of this chapter. This mechanism could be further improved, in particular by increasing the response rate. The results of the surveys are communicated to the UL AG Student Council and taken into account when forming opinions on the appointment of teaching staff.

Another important mechanism for monitoring and improving quality are the Self-Evaluation Reports and the Quality Report, which form part of the UL AG Annual Report. The members of the Quality Commission present findings and initiatives in their areas of expertise to the management throughout the year, thereby increasing efficiency and speeding up the quality loop.

### 3.6.3. Comment on the results of the student survey

As in previous years, the biggest challenge in the area of student surveys is the very low participation rate. Fear of breaching anonymity, or in other words a lack of trust in the anonymity of the surveys, is the predominant reason for low participation. With such a small sample, extreme opinions in particular stand out, which is particularly problematic in the evaluation of the teaching process. The small sample size of the completed student surveys provides unreliable information on the average student experience. Nevertheless, we can extract some useful data from the surveys.

The results of the student survey for the academic year 21/22 do not deviate significantly in most cases from the results of previous years. The surveys show overall satisfaction with the quality of the teaching process at the level of the teaching units. The results of the surveys are overwhelmingly positive, which, however, does not guarantee that the majority of students are satisfied with their studies due to the low participation rate. According to the surveys, online information on courses is generally improving. The most negative responses in the open-ended questions of the student surveys are in the area of the provision of adequate facilities and equipment for study. As in previous years, the lowest score so far is for the statement 'Sufficient space for individual study' (score 2.0). Space problems have been largely solved with the planned move to new premises in the Casino in 2022. In the new premises of the UL AG Library, users now have adequately equipped reading areas for independent study, small group work.

Students wrote a number of compliments in the open-ended survey responses, including complaints about receiving course timetables too late, timing conflicts in exams, and incomplete and late information about the range and content of elective courses.

During the year, we identified some major problems in the organisation and delivery of lessons in individual subjects, which were not confirmed in the survey results. Students rarely choose to give a negative opinion in writing in the student survey.

Once again this year, the work of the International Office is very well appreciated. There is also a noticeable increase again in the ratings for 'Student Office staff are responsive and efficient' (rating 4.1) and for 'Student Office staff have an appropriate attitude towards students' (rating 4.2).

The results of the student surveys have led to many of the actions taken, which have been formulated in the context of the self-evaluation in the individual areas where the actions are listed.

The study process was still somewhat affected by the Covid-19 pandemic in the first half of 2022. The overwhelmingly positive evaluations show that the study process was successfully adapted during the pandemic. At the same time, we are aware that the results of the student surveys are mostly not meaningful due to low participation.

### 3.6.4. International evaluations and accreditations

The main goal in the area of International Evaluation and Accreditation is the accreditation of the Quality Agency for Higher Music Education MusiQue. In 2022, UL AG was invited by the Agency to present its plans to join the international accreditation process. A meeting with representatives of the agency followed. The accreditation process is in the planning stage, but it is linked to a financial investment and consequently the timeline is not yet clear.

#### IMPLEMENTATION OF MEASURES

| Objectives from the previous reports                        | Measures referred to in the previous reports   | Status of the action                         | Further explanation realisations |
|---|--|--|----------------------------------|
| Improve working conditions Staff                            | Update of the DM systematisation   | partially implemented                        | /                                |
| Improving student surveys                                   | Student update surveys   | included in the recommendation of the Senate | /                                |
| Regular meeting of the Quality Commission                   | Quarterly meeting of the Quality Commission  | implemented                                  | /                                |
| Close liaison between management and the Quality Commission | Management participation in meetings of the Quality Commission                         | implemented                                  | /                                |
| Preparing for international accreditation                   | Establishing contacts with MusiQue - the international accreditation agency of the AEC | included in the recommendation of the Senate | /                                |
| Improving administrative support                            | Additional recruitment of assistants.  | implemented                                  | /                                |



## PROPOSALS FOR NEW MEASURES

| Key weaknesses   | Key hazards  | Member/University objectives  | Planned actions   | Responsibility  |
|--|--|---|---|---|
| The quality of teaching in specific areas is deteriorating.            | Outflow of potential students abroad.                                    | Monitor the development of new learning environments and take advantage of good UL practices.   | Strengthen cooperation with Digital UL and the Quality Service of UL. Examine the performance and learning practices of better related institutions participating in the AEC. | Vice-Dean for Academic activity, dean                                   |
| Outdated teaching systems and inadequate teaching staff                | Outflow of potential students abroad, lagging behind in specific fields. | To explore the different teaching systems in art universities (Germanic, Scandinavian, Benelux, Anglo-Saxon, Latin) - forms and quantity of NPOs. | An overview of the teaching systems and the form and quantity of NPOs at the Mozarteum in Salzburg and the Jan Sibelius Academy in Helsinki.                                  | Vice-Dean for Academic activity, dean                                   |
| UL AG's internationally unrivalled performance                         | Outflow of potential students abroad.                                    | Get information from experienced international accreditation experts and institutions already internationally accredited                          | Establishing contact with experts in international evaluation and accreditation of institutions.  | Vice-Dean for Academic activity, dean                                   |
| Ineffective operation and monitoring of the quality system.            | Unfair competition from nearby music education institutions.             | To provide an annual overview of the activities carried out (with a comparison of the following practices of related foreign institutions)        | Develop an appropriate tool (spreadsheet) for reviewing and entering the realisation of the activities carried out.   | Dean, Secretary   |
| Lack of motivation for quality performance of work and study processes | Unfair competition from nearby music education institutions.             | Monitor employee satisfaction annually  | Develop an appropriate survey to monitor employee satisfaction.   | Dean, Secretary   |
| Inadequate monitoring of the quality of the study process              | Outflow of potential students abroad.                                    | Update student surveys and add a set of questions about culture and atmosphere.   | Update the UL AG student surveys or specific student surveys  | Chair of the Quality Committee, Dean, Vice-Dean for Academic Activities |

## 3.7. BUSINESS

### 3.7.1. Governance and management of UL AG

The UL AG is working in line with its objectives: raising the quality of its activities and increasing its international visibility.

In the second half of 2022, UL AG has migrated to the new APIS information system. Data transfers from the systems and training for users were carried out.

#### IMPLEMENTATION OF MEASURES

| Objectives from the previous reports   | Measures referred to in the previous reports  | Status of the action                         | Further explanation realisations |
|--|---|--|----------------------------------|
| Monitoring implementation Strategies of UL AG.   | Regular (quarterly) meetings of the trustees of each strategic area   | partially implemented                        | /                                |
| Regular meetings of the extended College of Deans.   | Monthly management meetings with Heads of Departments and Heads of Chairs   | partially implemented                        | /                                |
| Teacher training in the use of ICT tools in the learning process.  | Organising training in the use of ICT tools in the learning process   | partially implemented                        | /                                |
| Involvement in the APIS project.   | Activities to implement the new system  | implemented                                  | /                                |
| Better control over consumption funds.   | Producing quarterly financial reports and cost planning   | included in the recommendation of the Senate | /                                |
| Call for tenders for the urban planning and architectural competition for the construction of an extension to the Kazina Palace. | Preparation and launch of a call for architectural and urban design competition for the construction of an extension to the Kazina Palace | remains at the level of the proposal         | /                                |
| To connect different information programmes.   | Review the possibility of implementing simple and sufficiently low-cost solutions before acquiring APIS.                                  | implemented                                  | /                                |
| Stricter requirements for all user accounts, regular review of user rights.  | Password settings in accordance with the University's internal policies and good practices.   | partially implemented                        | /                                |
| Adoption of e-storage guidelines, introduction of a document management system or RMS.   | Preparation of the Rules of Procedure in cooperation with the UL.   | implemented                                  | /                                |
| Analysis and control of income and expenditure.  | Preparation of quarterly accounting analysis reports.   | included in the recommendation of the Senate | /                                |
| Reduction in the number of honoraria.  | Preparation of announcements of expected honoraria in June for the next academic year.  | partially implemented                        | /                                |

## KEY IMPROVEMENTS

introduction of the APIS business information programme

## PROPOSALS FOR NEW MEASURES

| Key weaknesses   | Key dangers   | Member/University objectives  | Planned actions  | Responsibility                   |
|--|---|---|--|----------------------------------|
| Employees are unfamiliar with new business IT systems and this places a time burden on them. | Employees are not familiar with digital processes.                                | Digitisation of business and information processes, LODN, PPUD, habilitation, concert activities, international activities. | Staff training in digitisation and business information systems.   | Management, Secretary            |
| Encouraging scientific and artistic research.  | Insufficient participation in the submission of scientific and artistic projects. | Establishing the platform and its content, and promoting cooperation with different educational institutions.               | Setting up a project office, preparing a platform, actively applying for scientific and artistic projects. | Management, International Office |

### 3.7.2. Staff development and staff establishment plan

In 2022, the number of full-time, part-time and supplementary staff employed at the UL AG was 64. There were 17 senior staff, including one part-time and one 40%-time senior staff member, and 16 professional administrative staff. A further 84 contractual staff were involved in the implementation of the study process.

The Head of the Accounting and Finance Service at the UL AG was made redundant due to retirement and the Head of the UL Finance Service was recruited and advertised for a Head of the UL Finance Service, a Head of Arts, an Assistant Secretary for Human Resources and Legal Affairs and a Head of the Library.

There was one higher education teacher on the Sabbatical Year.

## IMPLEMENTATION OF MEASURES

| Objectives from the previous reports   | Measures referred to in the previous reports  | Status of the action  | Further explanation realisations |
|--|---|-----------------------|----------------------------------|
| Re-interpretation Habilitation criteria of the UL AG   | Preparation and adoption of a revised interpretation of the Habilitation Criteria of the UL AG            | partially implemented | /                                |
| Improving the staffing structure of professional staff                                       | New recruitments of professional staff; recruitments are defined in the CN                                | implemented           | /                                |
| Improving staffing VU structures   | New employment of PSUs, employment defined in the CN  | implemented           | /                                |
| Establishing an overview of education and training on the website and updating it regularly. | Preparation of a staff development plan for teaching and professional administrative and technical staff. | implemented           | /                                |

## KEY IMPROVEMENTS

Introduction of the APIS business information programme

## PROPOSALS FOR NEW MEASURES

| Key weaknesses  | Key hazards   | Member/University objectives   | Planned actions   | Responsibility        |
|---|---|--|---|-----------------------|
| The introduction of APIS has led to changes in business processes within UL AG. | Difficulties in adapting APIS to users.                       | Knowledge of business processes in APIS, FIORI, GC.  | Staff training, workshops on the use of FIORI and GC.                 | Management, Secretary |
| The UL AG's post systematisation is not up to date.                             | Shortage of professional, administrative and technical staff. | Analyse the efficiency of work processes in comparison with other UL members or foreign practices. | Update of the UL AG job classification and introduction of new posts. | Management, Secretary |
| Insufficient information on the content of work processes.                      | Ignorance of the content of work processes.                   | Develop appropriate protocols for individual processes, update UL AG Rules.                        | Optimise and IT-enable work processes.                                | Management, Secretary |

### 3.7.3. Information system

The objective of the UL AG in 2022 was to successfully relocate the IT infrastructure to the new building of the Palais Kazina (Kongresni trg 1), which was successfully completed. At the time of the move, the College received 42 new computer sets (monitor, screen) and software for conducting classes in the electro-acoustic classroom and elsewhere.

The plan is to optimise the new systems in the lecture theatres and classrooms at the Kazina facility.

## IMPLEMENTATION OF MEASURES

| Objectives from the previous reports   | Measures referred to in the previous reports   | Status of the action                 | Further explanation realisations |
|--|--|--------------------------------------|----------------------------------|
| Contracting of an external contractor to provide IT system solutions for the Kazina Palace | Participation in the development of IT system solutions for the Casino Palace          | implemented                          | /                                |
| Providing IT support to UL AG staff  | Recruitment of an application supervisor   | remains at the level of the proposal | /                                |
| Redesign of the UL AG website  | Call for tenders and redesign of the UL AG website in Slovenian and English            | partially implemented                | /                                |
| Switching to APIS  | Integration in UL activities, data transfer and preparation for the transition to APIS | implemented                          | /                                |
| Higher service delivery.   | Supply and replacement of hardware.  | implemented                          | /                                |

|  |  |                       |   |
|--|--|-----------------------|---|
| Providing the same service at all locations. | Optical fibre connection to Vegova / Gosposka.               | partially implemented | / |
| Higher service delivery.                     | Replacement of the air conditioning unit in the system room. | Discontinued          | / |

#### KEY IMPROVEMENTS

- introduction of the APIS business information programme,
- moving the server infrastructure and firewall at UL
- Establishing a fibre-optic link for the Vegova-Gosposka building to the Kazina building

#### PROPOSALS FOR NEW MEASURES

| Key weaknesses  | Key hazards   | Member/University objectives   | Planned actions   | Responsibility |
|---|---|--|---|----------------|
| Ignorance of new ICT equipment.                                       | Under-utilisation of equipment due to lack of handling skills.      | Know and take full advantage of new ICT equipment.                   | Staff training, workshops.  | Leadership     |
| Staff shortages to develop and maintain IT infrastructure.            | Risk in providing support to users in the use of IT infrastructure. | Strengthening of the IT department and purchase of new technologies. | Provision of optics at Vegova, Gosposka, review and update of security policy, hardware and software updates. | Leadership     |
| Lack of information for students on academic and artistic activities. | Unlinked Students.  | Update of the student information system.                            | Regulating student access to platforms.   | Leadership     |

### 3.7.4. Communication with the public

The Public Relations Department of the UL Academy of Music actively participated in the organisation, realisation and promotion of most of the events and projects of the UL AG.

We held an internal competition for the creative conception and design of a new visual image of the UL AG, which will contribute to strengthening the reputation and greater visibility of the Academy and its activities in Slovenia and internationally. The competition has provided us with new graphic elements for communication and information-promotional purposes, and we will maintain the red thread of the new visual image in the following concert seasons of the UL AG.

The move of UL AG to the renovated Kazina Palace was celebrated with the Open Days of UL AG, which took place during

They were opened by a gala academy, and in the following days a wide range of concerts, events and an international scientific symposium highlighted various aspects of the UL AG's activities. In addition to these events, guided tours of the Kazina Palace with the Dean of the UL AG were organised for the general public during the Open Days.

The Public Relations Department of the UL AG took care of the digital media presence and regular promotion and information about UL AG events on all social networks (Facebook, Instagram, Twitter, LinkedIn), the website and the LCD screens of the UL AG. We prepared interesting and creative image and video promotional material for publications. We communicated with local and national media and other music institutions and ensured up-to-date information about all major events and projects of the UL AG. We also regularly prepared articles about the activities of the UL AG for the University of Ljubljana's online newsletters - kULturnica and e-Bilten 3+23.

UL AG has a large, GDPR-compliant mailing list of recipients of e-notifications about events at UL AG, which we have used to regularly inform the general public about concerts and other UL AG events. The mailing list and the number of followers on UL AG's social networks are growing each year and represent our most important contact with the interested public.

To promote the international summer academy *Academia Musicae Labacensis*, which took place in August, we also advertised on international online music portals, thus attracting additional participants from abroad.

We have also increased the visibility of UL AG and its activities among the general public by introducing photography and video recording of all UL AG season concerts and major events. Photos and videos of UL AG events have been regularly published and shared on our social networks and on the YouTube web portal.

We have also started the development of the new UL AG website, which is currently still in the design and development phase.

In 2022, several articles were published in print and digital media about UL AG and its events, most notably in connection with the relocation and renovation of the Kazina Palace and the high-profile opera production of Handel's *Agrippina* performed by UL AG students. We continued our successful cooperation with RTV Slovenia, which provides audio or video recording of selected concerts and productions of UL AG. We also conducted a number of interviews on radio stations and television programmes, thus providing additional promotion of UL AG.

## IMPLEMENTATION OF MEASURES

| Objectives from the previous reports   | Measures referred to in the previous reports  | Status of the action                 | Further explanation realisations |
|--|---|--------------------------------------|----------------------------------|
| Strengthening the image, reputation and visibility of UL AG                              | Designing and applying creative and effective publicity and communication strategies  | partially implemented                | /                                |
| Redesign of the integrated graphic UL AG   | Tendering and implementation of the integrated renovation of UL AG  | implemented                          | /                                |
| Redesign of the UL AG website  | Call for tenders and redesign of the UL AG website  | partially implemented                | /                                |
| Strengthening communication activities on social networks                                | Defining internal communication processes and how to carry out communication activities on social networks  | implemented                          | /                                |
| Organisation of promotional activities   | Promotional activities to raise the profile of the UL AG (round tables, concert/event previews, press conferences, etc.)  | implemented                          | /                                |
| Promotion of artistic and scientific research achievements and events of UL AG within UL | Establishing a closer relationship with the UL PR department, setting up a regular communication system   | implemented                          | /                                |
| Rector's Award for Artistic Achievement  | UL initiative to introduce a new award - the Rector's Award for Artistic Achievement  | remains at the level of the proposal | /                                |
| Increase presence in the national media space and in professional critical circles       | Strengthening relations with traditional media (print, radio and television) and new digital platforms  | partially implemented                | /                                |
| Club activities in the palace Casino   | Election of the Programme Council, preparation of the programme content, launch of the club with regular music content open to the general public   | remains at the level of the proposal | /                                |
| Promotion of the Kazina Palace   | Presentation of the new building on social media; planning and preparation of the opening events (press conference, concerts, round tables, open day, exhibitions, other promotional activities, etc.). | implemented                          | /                                |
| Updating the look and feel of the UL AG website in Slovenian and English.                | Agreeing with the web designer and gradually adding and updating content. Design of the new website of the UL AG Summer School.   | partially implemented                | /                                |

**PROPOSALS FOR NEW MEASURES**

| <b>Key weaknesses</b>                      | <b>Key hazards</b>  | <b>Objectives<br/>Members/universities</b>  | <b>Planned actions</b>  | <b>Responsibility</b>   |
|--|---|---|---|---|
| Understaffing; lack of financial resources | Non-competitiveness with promotions from other, larger institutions                                       | Enhanced image, reputation and visibility of UL AG (until January 2024)   | Designing and applying creative and effective promotion and public relations strategies.  | Management and staff of UL AG<br><br>Head of the Concert Activity Unit of the UL AG   |
| Lack of financial resources                | Disabled access to online platforms.  | Redesigned UL AG website (until February 2023)  | Redesign of the UL AG website.  | Head of the Concert Activity Unit of the UL AG<br><br>Vice-Dean for Artistic Activities of the UL AG<br><br>External concert activity assistant |
| Understaffing; lack of financial resources | Insufficient information to interested public.  | Regular and up-to-date communication activities on social media and digital media of the UL AG (until January 2024) | Regular communication activities on social media and digital media of the UL AG.          | Head of the Concert Activity Unit of the UL AG<br><br>External concert activity assistant   |
| Understaffing; lack of financial resources | Not competitive with promotions of other, larger institutions; lack of visibility; lack of media interest | Increased presence of UL AG in the national media and in professional critical circles (until January 2024)         | Strengthening relations with the media (print, radio and TV) and other digital platforms. | Head of the Concert Activity Unit of the UL AG<br><br>Vice-Dean for Artistic Activities of the UL AG  |



### 3.7.5. Asset management plan

#### IMPLEMENTATION OF MEASURES

| Objectives from the previous reports  | Measures referred to in the previous reports   | Status of the action                         | Further explanation realisations |
|---|--|--|----------------------------------|
| Conduct of an urban planning and architectural competition for the construction of an extension | Obtaining funding for the competition, preparing the content of the competition  | included in the recommendation of the Senate | /                                |
| Moving to Kazina Palace   | Preparation of a relocation plan, distribution and loading of premises, preparation of new timetables, conclusion of a lease agreement for catering services in the club   | implemented                                  | /                                |
| Letting of a club for catering purposes   | Establishing a price list for renting out premises, launching a call for tenders, selecting a tenderer   | implemented                                  | /                                |
| Introduction of a web-based system for entering orders, repairs and tune-ups.                   | Setting up a programme to enable the entry of orders for tuning instruments; employing a tuner to maintain the UL AG instrumentarium on a permanent basis or engaging an external tuner to tune and repair all pianos on a regular basis, at least once a month. | implemented                                  | /                                |
| Equip classrooms with camera-ICT equipment for modern distance learning teaching.               | Purchase of appropriate equipment.   | implemented                                  | /                                |

#### KEY IMPROVEMENTS

Move to the Kazina building

#### PROPOSALS FOR NEW MEASURES

| Key weaknesses   | Key hazards  | Member/University objectives                                       | Planned actions   | Responsibility |
|--|--|--|---|----------------|
| Delay in the preparation of the South Square Master Plan for the granting of a planning permission for a concert hall. | Lack of rehearsal rooms and concert halls for quality concerts.  | Accelerating the process of drafting the South Market Master Plan. | Continuing processes with key stakeholders.   | Leadership     |
| Installation of a CNS heating, cooling and ventilation system in the Kazina Palace building.                           | Disruption to the study process. Excessive humidity in the basement leads to deterioration of instruments. | Hiring a contractor to set up the CNS system with the contractor.  | Take appropriate measurements, carry out a survey and prepare a rehabilitation project based on the findings. | Leadership     |

### 3.7.6. Internal control

Internal supervision is carried out at several levels. The Dean interviews all staff, the Registrar supervises the work of non-teaching staff. Each of the Vice-Deans manages and supervises the colleagues working in his/her area. The members of the Quality Committee monitor the areas for which they are responsible and make suggestions for improvement to the Vice-Dean for International Activities. The Dean passes them on to the Dean's Colleges, who discusses them and ensures that they are implemented.

In 2022, UL switched to a new business information system. Staff training took place

| <b>Key improvements and good practices in the past period</b> | <b>Explanation of the impact on quality</b>            |
|---|--|
| Migration to a new business information system                | Solving problems on the fly, striving for improvement. |

| <b>Key hazards</b> | <b>Objective(s)</b> | <b>Proposals for action</b> | <b>Responsibility</b> |
|--------------------|---------------------|-----------------------------|-----------------------|
| Staff overload     | Smooth operation.   | Staff training.             | Leadership.           |

### **3.8. CARRYING OUT TASKS UNDER A MANDATE (TASKS OF NATIONAL IMPORTANCE)**

UL AG represents the top of the educational pyramid in the field of music education in the country. It confirms its national importance through its commitment to the development of the profession and its top-quality results both nationally and internationally. It also carries out nationally important tasks in accordance with its mission and vision.

#### **Care for Slovenian**

Lectures at UL AG are held in Slovenian, which is the main tool for the implementation of its activities. The care of the Slovene language is inseparably linked to the educational, research and artistic work of the Academy. Monographs, collections, articles, textbooks, worksheets, handbooks and other pedagogical materials demonstrate a concern for nurturing terminology in the Slovene language. This is not diminished by internationalisation measures.

### 3.9. ASSESSMENT OF SUCCESS IN ACHIEVING THE OBJECTIVES SET

UL AG has been relatively successful in achieving its 2022 targets. More than half of the targets were partially or fully met, including some challenging measures. The process of setting targets and designing quality improvement measures is continuously improving.

| <b>Key improvements and good practices in Past period</b>   | <b>Explanation of the impact on quality</b>     |
|---|---|
| Introduction of the new APIS business information programme | State-of-the-art SAP H/4 business technologies. |
| Moving to the new Kazina Palace                             | Better conditions for work and study            |
| Launch of a new room booking application                    | Greater visibility of space utilisation         |

### **3.10. 2022 FINANCIAL REPORT**

*Person responsible for the preparation of the report **Janja Anžič, Univ. dipl. econom.***

### **3.10.1. Accounting information**

#### *3.10.1.1. Accounting policies*

The activities of the UL Academy of Music are monitored by source of funding, separately for the public service financed from the budget and the public service financed from other sources. It records the business events by cost centre in the general ledger and in the subsidiary records as an overview of costs and revenues and of the realisation of the use of budget and other funds.

The Annual Report is prepared in accordance with the following regulations: the Public Finance Act, the Higher Education Act, the Slovenian Accounting Standards, the Instruction on the Preparation of the Final Accounts and the Methodology for the Preparation of the Report on Achievements and Results, the Accounting Act and the Regulations on the Content, Breakdown and Form of the Financial Statements.

The valuation follows the Uniform Chart of Accounts for the Public Sector (ESA), i.e. for the budget, budget users and other public entities. The EAA provides a fairly detailed breakdown of costs, expenditure and revenue, and establishes accounts for the recording of each type of asset and liability.

The amortisation charge for 2022 is valued in accordance with the Regulation on the method and rates of amortisation of intangible fixed assets and property, plant and equipment. In accounting for property, plant and equipment, the criterion of identity is applied. We classify property, plant and equipment as equipment or as small inventories, irrespective of their value, which may be greater or less than EUR 500. The acquisition of small inventories is put to immediate use and is 100 % depreciated.

In the field of education, we specifically monitor and manage publishing and concert activities. Books and publications in the publishing activity belong to the study literature for UL AG students at undergraduate and postgraduate level. In 2022, we continue to recognise the book inventories from previous periods in Class 3 at cost, or the direct cost of materials and services incurred in publishing each book. Inventories are reduced by the cost of books sold. The selling price is set at cost as a minimum and, if the publication is co-financed, the price per copy is reduced by the proportion of the co-financing.

Other inventories of materials, supplies and small inventories are not recorded in Class 3.

The UL Academy of Music became liable for VAT on 1 June 2022 and on the occasion of the transition to the new SAP business information system, as it was assessed that it would exceed the taxable turnover threshold of €50,000 in accordance with Article 94 of the VAT Act.

The UL Academy of Music became the owner of the Kazina Palace building with the transfer of the building from the UL on 1 October 2015, and renovation works are being carried out in 2020-2022. By the end of September 2022, the relocation from the rented premises at 34 Stary Square to the renovated Palača Kazina at 1 Kongresni trg Square was underway.

With its new, renovated premises, the UL Academy has acquired the conditions for the quality of its study activities. Unfortunately, the cost of maintaining the new, albeit modern, but large facility is more expensive than the previous costs of renting and maintaining inadequate premises, which has significantly increased our costs in the last quarter of 2022 and beyond.

Other important sources of funding are tuition fees for part-time studies, other services charged according to the Price List, funds obtained from EU projects, donor funds for concert activities, funds for co-financing the costs of concert activities, performances of UL AG students in accordance with the agreement on the

participation in University of Ljubljana events, which, according to the current regulations, constitutes a public activity  
services - other sources

### 3.10.1.2. Notes to the financial statements

#### 3.10.1.2.1. Balance sheet

| Summary of the University of Ljubljana Balance Sheet as at 31.12.2022 |   |                   |                  |              |
|---|---|-------------------|------------------|--------------|
| Zap. No.  | Title   | 2022              | 2021             | Index 22/21  |
| <b>RESOURCES</b>  |   |                   |                  |              |
| A NON-CURRENT ASSETS; AND ASSETS UNDER MANAGEMENT                     |   |                   |                  |              |
|   |   | 22.521.730        | 6.260.073        | 359,8        |
| B SHORT-TERM ASSETS   |   |                   |                  |              |
| 12  | Short-term trade receivables                  | 3.568             | 8.551            | 41,7         |
|   | Short-term receivables due from unitary users |                   |                  |              |
| 14  | the chart of accounts                         | 535.505           | 480.461          | 111,5        |
| 19  | Active accruals                               | 13.397            | 10.095           | 132,7        |
| C RESERVES  |   |                   |                  |              |
|   |   | 18.579            | 18.579           | 100,0        |
| <b>TOTAL ASSETS</b>   |   | <b>23.389.724</b> | <b>6.975.760</b> | <b>335,3</b> |
|   | ACTIVE OFF-BALANCE SHEET ACCOUNTS             | 0                 | 0                |              |
| <b>LIABILITIES TO SOURCES OF FUNDS</b>                                |   |                   |                  |              |
| D IN BRIEF. OBV. AND PASSIVE ACCRUALS                                 |   |                   |                  |              |
| 22  | Short-term payables to suppliers              | 69.958            | 74.527           | 93,9         |
| 23  | Other current payables                        | 139.747           | 68.990           | 202,6        |
| 29  | Accrued liabilities                           | 144.582           | 144.582          | 100,0        |
| E OWN RESOURCES AND LONG-TERM LIABILITIES                             |   |                   |                  |              |
| 92  | Long-term accrued liabilities                 | 44.478            | 42.755           | 104,0        |
| 93  | Long-term provisions                          | 0                 | 0                |              |
| 9412  | Surplus of revenue over expenditure           | 19.463            | 44.794           | 43,5         |
| 9413  | Surplus of expenditure over revenue           | 0                 | 0                |              |
| <b>TOTAL LIABILITIES</b>  |   | <b>23.389.724</b> | <b>6.975.760</b> | <b>335,3</b> |
|   | PASSIVE OFF-BALANCE SHEET ACCOUNTS            | 0                 | 0                |              |

The balance sheet total increased from EUR 6.9 million to EUR 23.3 million in 2022, as we took over the ongoing investment "Casino Palace Renovation" on 31.12.2022.

| Balance sheet indicators                            |                 | Current year | Previous year |
|---|-----------------|--------------|---------------|
| Amortisation rate of intangible assets resources    | AOP 003/002     | 93           | 90            |
| Property depreciation rate                          | AOP 005/004     | 9            | 29            |
| Equipment depreciation rate                         | AOP 007/006     | 81           | 95            |
| Share of real estate in assets                      | AOP 004-005/032 | 95           | 88            |
| Share of equipment in assets                        | AOP 006-007/032 | 2            | 2             |
| Index of current liabilities on current assets      | AOP 034/012*100 | 95,8         | 90,8          |
| Share of accrued liabilities in current commitments | AOP 043/034     | 18           | 23            |

The property write-down rate has been significantly reduced by the new investment AG Casino, which with its large value of € 16.4 million has a significant impact on the calculation of the index.



## Balance and movements of intangible assets and property, plant and equipment

in EUR (excluding cents)

| Title   | Code for AOP | Cost (1.1.)       | Value adjustment (1.1.) | Increase in cost  | Increase in the valuation allowance | Decrease in cost | Decrease in the valuation allowance | Depreciation   | Undepreciated value (31.12.)<br>(3-4+5-6-7+8-9) | It is revalued to reinforce | It is revalued for impairment |
|---|--------------|-------------------|-------------------------|-------------------|-------------------------------------|------------------|-------------------------------------|----------------|---|-----------------------------|-------------------------------|
| 1   | 2            | 3                 | 4                       | 5                 | 6                                   | 7                | 8                                   | 9              | 10  | 11                          | 12                            |
| <b>I. Intangible assets and property, plant and equipment in management (701+702+703+704+705+706+707)</b>       | <b>700</b>   | <b>825.974</b>    | <b>825.961</b>          | <b>0</b>          | <b>0</b>                            | <b>825.974</b>   | <b>825.974</b>                      | <b>13</b>      | <b>0</b>  | <b>0</b>                    | <b>0</b>                      |
| A. Long-term deferred costs   | 701          | 0                 | 0                       | 0                 | 0                                   | 0                | 0                                   | 0              | 0   | 0                           | 0                             |
| B. Long-term property rights  | 702          | 0                 | 0                       | 0                 | 0                                   | 0                | 0                                   | 0              | 0   | 0                           | 0                             |
| C. Other intangible assets  | 703          | 0                 | 0                       | 0                 | 0                                   | 0                | 0                                   | 0              | 0   | 0                           | 0                             |
| D. Land   | 704          | 0                 | 0                       | 0                 | 0                                   | 0                | 0                                   | 0              | 0   | 0                           | 0                             |
| E. Buildings  | 705          | 0                 | 0                       | 0                 | 0                                   | 0                | 0                                   | 0              | 0   | 0                           | 0                             |
| F. Equipment  | 706          | 825.974           | 825.961                 | 0                 | 0                                   | 825.974          | 825.974                             | 13             | 0   | 0                           | 0                             |
| G. Other property, plant and equipment  | 707          | 0                 | 0                       | 0                 | 0                                   | 0                | 0                                   | 0              | 0   | 0                           | 0                             |
| <b>II. Intangible assets and property, plant and equipment owned (709+710+711+712+713+714+715)</b>              | <b>708</b>   | <b>10.402.313</b> | <b>4.142.253</b>        | <b>16.779.174</b> | <b>226.380</b>                      | <b>841.589</b>   | <b>815.204</b>                      | <b>264.739</b> | <b>22.521.730</b>                               | <b>0</b>                    | <b>0</b>                      |
| A. Long-term deferred costs   | 709          | 0                 | 0                       | 0                 | 0                                   | 0                | 0                                   | 0              | 0   |                             |                               |
| B. Long-term property rights  | 710          | 25.046            | 22.446                  | 0                 | 0                                   | 0                | 0                                   | 854            | 1.746   |                             |                               |
| C. Other intangible assets  | 711          | 0                 | 0                       | 0                 | 0                                   | 0                | 0                                   | 0              | 0   |                             |                               |
| D. Land   | 712          | 1.982.477         | 0                       | 0                 | 0                                   | 0                | 0                                   | 0              | 1.982.477                                       |                             |                               |
| E. Buildings  | 713          | 6.669.825         | 2.513.303               | 16.450.739        | 221.917                             | 835.552          | 809.167                             | 199.447        | 20.159.512                                      |                             |                               |
| F. Equipment  | 714          | 1.724.965         | 1.606.504               | 328.435           | 4.463                               | 6.037            | 6.037                               | 64.438         | 377.995   |                             |                               |
| G. Other property, plant and equipment  | 715          | 0                 | 0                       | 0                 | 0                                   | 0                | 0                                   | 0              | 0   |                             |                               |
| <b>III. Intangible assets and property, plant and equipment in finance leases (717+718+719+720+721+722+723)</b> | <b>716</b>   | <b>0</b>          | <b>0</b>                | <b>0</b>          | <b>0</b>                            | <b>0</b>         | <b>0</b>                            | <b>0</b>       | <b>0</b>  | <b>0</b>                    | <b>0</b>                      |
| A. Long-term deferred costs   | 717          | 0                 | 0                       | 0                 | 0                                   | 0                | 0                                   | 0              | 0   | 0                           | 0                             |
| B. Long-term property rights  | 718          | 0                 | 0                       | 0                 | 0                                   | 0                | 0                                   | 0              | 0   | 0                           | 0                             |
| C. Other intangible assets  | 719          | 0                 | 0                       | 0                 | 0                                   | 0                | 0                                   | 0              | 0   | 0                           | 0                             |
| D. Land   | 720          | 0                 | 0                       | 0                 | 0                                   | 0                | 0                                   | 0              | 0   | 0                           | 0                             |
| E. Buildings  | 721          | 0                 | 0                       | 0                 | 0                                   | 0                | 0                                   | 0              | 0   | 0                           | 0                             |
| F. Equipment  | 722          | 0                 | 0                       | 0                 | 0                                   | 0                | 0                                   | 0              | 0   | 0                           | 0                             |
| G. Other property, plant and equipment  | 723          | 0                 | 0                       | 0                 | 0                                   | 0                | 0                                   | 0              | 0   | 0                           | 0                             |

The cost of intangible and tangible fixed assets owned increased from € 10.4 million to € 22.5 million, mainly due to the new investment AG Casino of € 16.4 million. The cost of land of € 1.98 million represents the building land of the Palais Kazina for an amount of EUR 182,400, building land next to the Kazina building in the amount of EUR 1,710,000, land for the construction of an extension next to the Kazina building in the amount of EUR 14,800 and land in the Krčevina area near Ptuj, which according to the valuation offer of 2004 amounts to EUR 75,277.39 for 15,755 m<sup>2</sup>.

### SHORT-TERM RECEIVABLES FROM USERS OF THE EXTERNAL ACCOUNTS (KTO SK. 14)

| short-term receivables from resistance. ECN | amount in €    |
|---|----------------|
| cash on deposit with the Treasury           |                |
| Other budget users Source MIZŠ              | 531.626        |
| Other budget users Source ARRS              |                |
| other budget users other                    | 3.879          |
| <b>Total</b>                                | <b>535.505</b> |

Current assets increased by 21%, mainly due to short-term receivables from users of the Single Chart of Accounts, or mainly due to the higher monthly twelfths paid to us by the University in January.

Current assets include cash on sub-account amounting to EUR 293,034.79, which represents funds needed for liquidity operations. In accordance with the liquidity management regulations, we have free cash funds deposited with the Bank of Slovenia in a single treasury account.

**SHORT-TERM TRADE RECEIVABLES (KTO SK. 12)**

| Maturity                            | Amount in € (receivable at basic value) | Amount in € (recorded in the allowance for receivables KTO 129) | purpose (e.g. tuition fees) | the measures taken to settle them or the reason for non-payment |
|-------------------------------------|---|---|-----------------------------|---|
| receivables not yet due for payment | 1.232                                   |   | tuition fees                | Uncategorized   |
| up to 1 year                        | 2.336                                   |   | tuition fees                | Settled in 2023   |
| 1 to 5 years                        | 2.100                                   | 2.100   | tuition fees                | VIS blockages, continued recovery                               |
| over 5 years                        | 29.468                                  | 29.468  | rent Pisanica Ltd.          | court order, recovery   |
| <b>Total</b>                        | <b>35.136</b>                           | <b>31.568</b>   |                             |   |

The balance of short-term trade receivables amounts to EUR 3 568. The total balance of receivables is EUR 35 136, but if doubtful debts of EUR 31 568 are deducted, the balance is EUR 3 568. The allowance made for doubtful, doubtful and doubtful debts with a payment period of more than 180 days totals EUR 31 567,63, which are still subject to recovery proceedings. The receivables comprise student fees for part-time and PAI studies and other receivables according to the price list for examinations, recognition of examinations outside UL.

The largest doubtful receivable is a receivable from Pisanica d.o.o. in the amount of EUR 29,467.63, for which enforcement proceedings have been filed with the Ljubljana District Court and for which we have received a certificate of finality and enforceability. In addition to the reminders, further recovery procedures will be carried out following the decision of the AGM.

Receivables are within non-negligible limits as invoices were mostly issued in December 2022 and are due in January 2023. These receivables are fully recoverable and will mostly be settled in early 2023.

Other short-term receivables of EUR 3 910 represent receivables from the Social Insurance Institution (ZZSZ) for reimbursement of sick leave in excess of 30 days, accrued in the December 2022 payroll, advance payment of corporation tax for 2022 and receivables from employees for withholding tax.

The accrued charges of EUR 13,397 mainly represent short-term deferred insurance premium costs and deferred contributions from members.

| Naziv   | AOP | 2022    | 2021    | ODSTOPANJA 2022/2021 NOMINALNO V EUR |
|---|-----|---------|---------|--------------------------------------|
| KRA TKOROČNE OBVEZNOSTI DO ZAPOSLENIH                           | 036 | 430.836 | 331.435 | 99.401                               |
| KRA TKOROČNE OBVEZNOSTI DO DOBAVITELJEV                         | 037 | 69.958  | 74.527  | -4.569                               |
| DRUGE KRA TKOROČNE OBVEZNOSTI IZ POSLOVANJA                     | 038 | 139.747 | 68.990  | 70.757                               |
| KRA TKOROČNE OBVEZNOSTI DO UPORABNIKOV ENOTNEGA KONTNEGA NAČRTA | 039 | 28.293  | 13.463  | 14.830                               |

Current payables to employees amounting to EUR 430,836 show payables to employees in respect of salaries, salary compensation, FTA premiums, reimbursement of employee expenses - payables for December 2022, which were paid on 10 January 2023. Current payables to employees also include payables in respect of regular performance-related entitlements (RDUs) for the period July-December 2022, together with contributions and taxes, which were settled by payment of RDUs on 27 January 2023.

Payables to suppliers of EUR 69 958 will be settled in accordance with the agreed payment terms at the beginning of 2023.

Other current payables EUR 139,747 consist of: taxes and contributions on salaries and royalties for December 2022 paid on 10 and 15 January 2023, VAT payable, payables under author and subcontract agreements paid on 10 January 2023, payable on 10 January 2023 and payable on 15 January 2023, payable on 10 January 2023, payable on 10 January 2023 and payable on 15 January 2023. 1. 2023 and 13. 1. 2023, the liability to SKB under the business card for December 2022 with the currency of payment on 30. 1. 2023 and the liability based on deductions from employees' remuneration for December 2022 and settled on 10. 1. 2023.

The reported accrued liabilities of EUR 144 581,70 represent earmarked funds to cover costs in the next accounting period, i.e. the academic year 2022/23. The funds are earmarked for the costs of the part-time Bachelor's degree, the PAI degree, the PhD degree 3. degree, co-financing from the Ministry of Culture (unsold copies of the Music Pedagogical Proceedings Pavel Šivic and Radovan Gobec), earmarked funds for the regular study activities of the RSF, and earmarked funds - contribution from the students' enrolment fees for the AG Student Council. Other earmarked funds are earmarked funds for the seminar, for advanced training programmes, funds for the concert activities of the AG Big Band, the solfeggio competition and funds from the ARRS research project, which will be used in the next accounting period.

Long-term accrued charges of EUR 44 478 are unspent grant funds earmarked for the purchase of instruments...

The pool of assets held by public funds and other legal entities governed by public law for intangible fixed assets and tangible fixed assets was increased by the investment AG Casino and decreased by the accrued depreciation for 2022 of EUR 257,842.97.

The surplus of revenue over expenditure as at 31.12.2022 amounts to EUR 19,463.

The value of the pool of assets transferred into ownership at 31.12.2022 has increased compared to 2021 and amounts to EUR 22,512,367.

### 3.10.1.2.2. Income and expenditure account

Total revenue for 2022 is EUR 6,737,046, an increase of 6.06% compared to 2021.

2021.

Summary form - Income and expenditure account for designated users

| No. | Title  | 2022             | 2021             | Index      | Structure 2022 |
|-----|--|------------------|------------------|------------|----------------|
|     |  |                  |                  |            | %              |
| I.  | REVENUE  |                  |                  |            |                |
| A   | OPERATING INCOME                                 | 6.737.046        | 6.317.220        | 107        | 99,5           |
| B   | FINANCIAL REVENUE                                | 1.106            | 0                |            | 0,0            |
| C   | OTHER REVENUE                                    | 31.146           | 684              | 4.554      | 0,5            |
| Č   | OPERATING INCOME, REVALUED                       | 0                | 0                |            | 0,0            |
| D   | <b>TOTAL REVENUE</b>                             | <b>6.769.298</b> | <b>6.317.904</b> | <b>107</b> | <b>100</b>     |
| II. | EXPENDITURE                                      |                  |                  |            |                |
| E   | COST OF GOODS, MATERIALS AND SERVICES            | 1.557.762        | 1.274.821        | 122        | 23,1           |
| F   | LABOUR COSTS                                     | 5.118.506        | 4.918.453        | 104        | 75,8           |
| G   | AMORTISATION                                     | 6.910            | 30.812           | 22         | 0,1            |
| H   | BOOKINGS   | 0                | 0                |            | 0,0            |
| J   | OTHER COSTS                                      | 39.244           | 44.841           | 88         | 0,6            |
| K   | FINANCIAL EXPENDITURE                            | 9                | 3.149            | 0          | 0,0            |
| L   | OTHER EXPENDITURE                                | 2                | 0                |            | 0,0            |
| M   | OPERATING EXPENSES                               | 26.392           | 900              | 2.932      | 0,4            |
| N   | <b>TOTAL EXPENDITURE</b>                         | <b>6.748.825</b> | <b>6.272.976</b> | <b>108</b> | <b>100</b>     |
| O   | <b>REVENUE SURPLUS</b>                           | <b>20.473</b>    | <b>44.928</b>    |            |                |
| P   | <b>EXCESS EXPENDITURE</b>                        | <b>0</b>         | <b>0</b>         |            |                |
|     | Corporation tax                                  | 1.010            | 134              | 754        | 0,0            |
|     | <b>REVENUE SURPLUS (taking into account GST)</b> | <b>19.463</b>    | <b>44.794</b>    |            |                |

Operating revenue accounts for almost all, i.e. 99.82%, of public service revenue, with a smaller share of other revenue, i.e. 0.18% of total revenue.

#### STRUCTURE OF THE RESOURCES OF THE SPECIAL PART

##### ACADEMY OF MUSIC

| Source of funds   | AOP code for revenue       | Revenue in EUR   | Expenditure in EUR | Difference between revenue and expenditure | Revenue as a share of expenditure | Share of individual revenue | Share of individual expenditure |
|---|----------------------------|------------------|--------------------|--|-----------------------------------|-----------------------------|---------------------------------|
| <b>Total public service</b>   | 402                        | <b>6.639.870</b> | <b>6.544.627</b>   | <b>95.243</b>                              | <b>101,5%</b>                     | <b>99,8%</b>                | <b>99,9%</b>                    |
| MINISTRY OF FOREIGN AFFAIRS   | 404                        | 6.294.661        | 6.373.085          | -78.424                                    | 98,8%                             | 94,7%                       | 97,3%                           |
| ARRS  | 404                        | 131.730          | 11.963             | 119.767                                    | 1101,1%                           | 2,0%                        | 0,2%                            |
| Other ministries  | 404                        | 0                | 531                | -531                                       | 0,0%                              | 0,0%                        | 0,0%                            |
| Municipal budgetary resources   | 407                        | 0                | 0                  | 0  | -                                 | 0,0%                        | 0,0%                            |
| State budget funding from EU budget   | 419                        | 7.880            | 9.099              | -1.219                                     | 86,6%                             | 0,1%                        | 0,1%                            |
| OJ Price list: funds from the sale of goods and services resulting from the provision of JS | 421                        | 173.068          | 91.492             | 81.576                                     | 189,2%                            | 2,6%                        | 1,4%                            |
| Other funding from the EU budget  | 429                        | 1.200            | 21.546             | -20.346                                    | 5,6%                              | 0,0%                        | 0,3%                            |
| Other sources   | 410+413+418+422 to 428+430 | 31.331           | 36.911             | -5.580                                     | 84,9%                             | 0,5%                        | 0,6%                            |
| Square  | 431                        | 10.476           | 3.883              | 6.593                                      | 269,8%                            | 0,2%                        | 0,1%                            |
| <b>TOTAL</b>  |                            | <b>6.650.346</b> | <b>6.548.510</b>   | <b>101.836</b>                             | <b>101,6%</b>                     | <b>100,0%</b>               | <b>100,0%</b>                   |

The UL Academy is fully an educational institution - a public service. The financial resources for the implementation of the activities are almost entirely provided by the Ministry of Foreign Affairs and Regional Development, 93.7%, ARRS 2.1%, and a smaller source of public service income, 0.3%, is provided by the EU budget. The income generated by tuition fees, registration fees, examinations, and decisions according to the UL Price List comprises 2.7% of the total income, and 1% of the income is provided by project funds for

co-financing of concert activities, participation fees, publishing activities, donations and venue rental.

#### Indicators

|   |                        | Current year | Previous year |
|---|------------------------|--------------|---------------|
| Total revenue per employee  | AOP<br>870/894         | 77.808       | 74.328        |
| Total expenditure per employee  | AOP<br>887/894         | 77.573       | 73.800        |
| Labour costs per employee   | AOP<br>875/894         | 58.833       | 57.864        |
| Labour cost in total expenditure - Index  | AOP<br>875/887*<br>100 | 76           | 78            |
| Number of 1st and 2nd cycle students without Graduates                                |                        | 457          | 406           |
| Total income per student  | AOP<br>870/stud.       | 14.812       | 15.561        |
| Total expenditure per student   | AOP<br>887/stud.       | 14.768       | 15.451        |
| Number of all students excluding Graduates  |                        | 462          | 413           |
| Total income per student all  | AOP<br>870/stud.       | 14.652       | 15.298        |
| Total expenditure per student all   | AOP<br>887/stud.       | 14.608       | 15.189        |
| Revenue surplus in total Revenue - index  | AOP<br>888/870*<br>100 | 0,00         | 1,00          |
| Surplus of expenditure over total Revenue - index                                     | AOP<br>889/870*<br>100 | 0,00         | 0,00          |
| Surplus of revenue over expenditure after paying student tax, all excluding graduates | AOP<br>891/stud.       | 42,13        | 108,46        |
| Excess of expenditure over revenue after student tax, all excluding Graduates         | AOP<br>892/stud.       | 0,00         | 0,00          |
| Surplus of revenue over expenditure after paying employment tax                       | AOP<br>891/894         | 223,71       | 526,99        |
| Surplus of expenditure over revenue after paying employee tax                         | AOP<br>892/894         | 0,00         | 0,00          |

Total revenue per employee is €77,808.

Total expenditure amounts to EUR 6,748,825, 7.6% higher than in the previous year.

Personnel costs represent 75.8% of total operating costs, with a total expenditure per employee of EUR 77,573.

The operating result for 2022 shows a surplus of revenue over expenditure of EUR 19,463 and is allocate it to investments in the purchase of instruments necessary for the study activity.

The lower operating result compared to 2021 is due to higher costs in the Casino since move-in, higher electricity and maintenance (cleaning) costs, higher fibre optic costs and higher costs for transferring to UL servers. Labour costs increased due to the increase in salary grade values, the increase in the recourse charge and the increase in the PDPZ premium charge.

### 3.10.2. Financial statements

#### BALANCE SHEET WITH STATUTORY ANNEXES

#### BALANCE SHEET at 31.12.2022

| COM<br>MONS<br>NO | NAME OF THE GROUP OF ACCOUNTS  | Code for AOP | DOWNLOAD          |                  |
|-------------------|--|--------------|-------------------|------------------|
|                   |  |              |                   |                  |
|                   |  |              | Current year      | Previous year    |
| 1                 | 2  | 3            | 4                 | 5                |
|                   | <b>RESOURCES</b>   |              |                   |                  |
|                   | <b>A) NON-CURRENT ASSETS AND ASSETS UNDER MANAGEMENT</b><br>(002-003+004-005+006-007+<br>+008+009+010+011) | 001          | <b>22.521.730</b> | <b>6.260.073</b> |
| 00                | INTANGIBLE ASSETS AND NON-CURRENT ACTIVE DEFERRALS   | 002          | 25.046            | 25.046           |
| 01                | VALUATION ALLOWANCE FOR INTANGIBLE ASSETS RESOURCES  | 003          | 23.300            | 22.446           |
| 02                | REAL ESTATE  | 004          | 24.267.490        | 8.652.302        |
| 03                | VALUE ADJUSTMENTS TO IMMOVABLE PROPERTY  | 005          | 2.125.501         | 2.513.303        |
| 04                | EQUIPMENT AND OTHER TANGIBLE FIXED ASSETS RESOURCES  | 006          | 2.042.926         | 2.550.939        |
| 05                | VALUE ADJUSTMENTS FOR EQUIPMENT AND OTHER TANGIBLE FIXED ASSETS  | 007          | 1.664.931         | 2.432.465        |
| 06                | LONG-TERM FINANCIAL INVESTMENTS  | 008          |                   |                  |
| 07                | LONG-TERM LOANS AND DEPOSITS   | 009          |                   |                  |
| 08                | LONG-TERM TRADE RECEIVABLES  | 010          |                   |                  |
| 09                | RECEIVABLES FOR ASSETS PLACED UNDER MANAGEMENT   | 011          |                   |                  |
|                   | <b>(B) CURRENT ASSETS; EXCLUDING INVENTORIES AND ACCRUED CHARGES (013-022)</b>                             | 012          | <b>849.415</b>    | <b>697.108</b>   |
| 10                | CASH IN HAND AND IMMEDIATELY UNREADABLE SECURITIES   | 013          |                   |                  |
| 11                | BALANCES WITH BANKS AND OTHER FINANCIAL INSTITUTIONS ARTICLES  | 014          | 293.035           | 192.965          |
| 12                | SHORT-TERM TRADE RECEIVABLES   | 015          | 3.568             | 8.551            |
| 13                | ADVANCES AND SECURITIES GIVEN  | 016          | 0                 |                  |
| 14                | SHORT-TERM RECEIVABLES FROM USERS THE SINGLE CHART OF ACCOUNTS   | 017          | 535.505           | 480.461          |
| 15                | SHORT-TERM INVESTMENTS   | 018          | 0                 |                  |
| 16                | SHORT-TERM FINANCING RECEIVABLES   | 019          | 0                 |                  |
| 17                | OTHER SHORT-TERM RECEIVABLES   | 020          | 3.910             | 5.036            |
| 18                | UNPAID EXPENDITURE   | 021          | 0                 |                  |
| 19                | ACTIVE ACCRUALS  | 022          | 13.397            | 10.095           |
|                   | <b>(C) STOCKS (024-031)</b>  | 023          | <b>18.579</b>     | <b>18.579</b>    |
| 30                | ACCOUNTING FOR THE PURCHASE OF MATERIALS   | 024          |                   |                  |
| 31                | STOCKS OF MATERIALS  | 025          |                   |                  |
| 32                | STOCKS OF SMALL INVENTORIES AND PACKAGING  | 026          |                   |                  |
| 33                | WORK IN PROGRESS AND SERVICES  | 027          |                   |                  |
| 34                | PRODUCTS   | 028          | 18.579            | 18.579           |
| 35                | ACCOUNTING FOR THE PURCHASE OF GOODS   | 029          |                   |                  |
| 36                | BAG STORAGE  | 030          |                   |                  |
| 37                | OTHER LOANS  | 031          |                   |                  |
|                   | <b>I. TOTAL ASSETS (001+012+023)</b>   | 032          | <b>23.389.724</b> | <b>6.975.760</b> |
| 99                | ACTIVE OFF-BALANCE SHEET ACCOUNTS  | 033          |                   |                  |

| COM<br>MONS<br>NO<br>ACCO<br>UNT<br>OV | NAME OF THE GROUP OF ACCOUNTS  | Code for AOP | DOWNLOAD          |                  |
|--|--|--------------|-------------------|------------------|
|  |  |              | Current year      | Previous year    |
|  |  |              | 4                 | 5                |
| 1                                      | 2  | 3            | 4                 | 5                |
|  | <b>OBLIGATIONS. TO SOURCES OF RESOURCES</b>  |              |                   |                  |
|  | <b>D) CURRENT LIABILITIES AND LIABILITIES ACCRUALS(35-43)</b>  | 034          | <b>813.416</b>    | <b>632.997</b>   |
| 20                                     | CURRENT LIABILITIES FOR AMOUNTS RECEIVED ADVANCES AND SECURITIES   | 035          |                   |                  |
| 21                                     | SHORT-TERM PAYABLES TO EMPLOYEES   | 036          | 430.836           | 331.435          |
| 22                                     | SHORT-TERM PAYABLES TO SUPPLIERS   | 037          | 69.958            | 74.527           |
| 23                                     | OTHER CURRENT LIABILITIES BUSINESS   | 038          | 139.747           | 68.990           |
| 24                                     | SHORT-TERM PAYABLES TO USERS THE SINGLE CHART OF ACCOUNTS  | 039          | 28.293            | 13.463           |
| 25                                     | SHORT-TERM PAYABLES TO FINANCIERS  | 040          | 0                 |                  |
| 26                                     | SHORT-TERM FINANCING LIABILITIES   | 041          | 0                 |                  |
| 28                                     | UNPAID REVENUE   | 042          | 0                 |                  |
| 29                                     | ACCRUED LIABILITIES  | 043          | 144.582           | 144.582          |
|  | <b>E) OWN RESOURCES AND LONG-TERM LIABILITIES (+045+046+047+048+049+050+051+052-053+054+055+056+057+058-059)</b> | 044          | <b>22.576.308</b> | <b>6.342.763</b> |
| 90                                     | GENERAL FUND   | 045          |                   |                  |
| 91                                     | RESERVE FUND   | 046          |                   |                  |
| 92                                     | LONG-TERM ACCRUED LIABILITIES  | 047          | 44.478            | 42.755           |
| 93                                     | LONG-TERM PROVISIONS   | 048          | 0                 |                  |
| 940                                    | A DEDICATED FUND FOR PUBLIC ASSETS IN STOCKS   | 049          | 0                 |                  |
| 9410                                   | THE POOL OF ASSETS HELD BY OTHER LEGAL ENTITIES GOVERNED BY PUBLIC LAW FOR NON-CURRENT ASSETS AND EQUIPMENT. OS  | 050          | 22.512.367        | 6.255.214        |
| 9411                                   | A POOL OF ASSETS IN OTHER LEGAL PERSONS GOVERNED BY PUBLIC LAW WHICH THEY OWN, FOR FINANCIAL INVESTMENTS         | 051          | 0                 |                  |
| 9412                                   | SURPLUS OF REVENUE OVER EXPENDITURE  | 052          | 19.463            | 44.794           |
| 9413                                   | EXCESS OF EXPENDITURE OVER REVENUE   | 053          | 0                 |                  |
| 96                                     | LONG-TERM FINANCIAL LIABILITIES  | 054          |                   |                  |
| 97                                     | OTHER LONG-TERM LIABILITIES  | 055          |                   |                  |
| 980                                    | LIABILITIES FOR INTANGIBLE ASSETS ASSETS AND PROPERTY, PLANT AND EQUIPMENT                                       | 056          |                   |                  |
| 981                                    | LONG-TERM FINANCIAL LIABILITIES EMPLOYMENT   | 057          |                   |                  |
| 985                                    | SURPLUS OF REVENUE OVER EXPENDITURE  | 058          |                   |                  |
| 986                                    | EXCESS OF EXPENDITURE OVER REVENUE   | 059          |                   |                  |
|  | <b>I. TOTAL LIABILITIES (034+044)</b>  | 060          | <b>23.389.724</b> | <b>6.975.760</b> |
| 99                                     | PASSIVE OFF-BALANCE SHEET ACCOUNTS   | 061          |                   |                  |

#### Balance sheet indicators

|   |                 | Current year | Previous year |
|---|-----------------|--------------|---------------|
| Intangible assets amortisation rate                 | AOP 003/002     | 93           | 90            |
| Property depreciation rate                          | AOP 005/004     | 9            | 29            |
| Equipment depreciation rate                         | AOP 007/006     | 81           | 95            |
| Share of real estate in assets                      | AOP 004-005/032 | 95           | 88            |
| Share of equipment in assets                        | AOP 006-007/032 | 2            | 2             |
| Index of current liabilities on current assets      | AOP 034/012*100 | 95,8         | 90,8          |
| Share of accrued liabilities in current liabilities | AOP 043/034     | 18           | 23            |

**SHORT-TERM TRADE RECEIVABLES (KTO SK. 12)**

| Maturity                            | Amount in € (receivable at basic value) | Amount in € (recorded in the allowance for receivables KTO 129) | purpose (e.g. tuition fees) | the measures taken to settle them or the reason for non-payment |
|-------------------------------------|---|---|-----------------------------|---|
| receivables not yet due for payment | 1.232                                   |   | tuition fees                | Uncategorized   |
| up to 1 year                        | 2.336                                   |   | tuition fees                | Settled in 2023   |
| 1 to 5 years                        | 2.100                                   | 2.100   | tuition fees                | VIS blockages, continued recovery                               |
| over 5 years                        | 29.468                                  | 29.468  | rent Pisanica Ltd.          | court order, recovery   |
| <b>Total</b>                        | <b>35.136</b>                           | <b>31.568</b>   |                             |   |

**SHORT-TERM RECEIVABLES FROM USERS OF THE EXTERNAL ACCOUNTS (KTO SK. 14)**

| short-term receivables from resistance. amount in € |                |
|---|----------------|
| ECN   |                |
| cash on deposit with the Treasury                   |                |
| Other budget users Source MIZŠ                      | 531.626        |
| Other budget users Source ARRS                      |                |
| other budget users other                            | 3.879          |
| <b>Total</b>  | <b>535.505</b> |

**SHORT-TERM FINANCIAL INVESTMENTS (WHO SK. 15)**

| short. financial investments | amount in € |
|------------------------------|-------------|
| cash at banks                |             |
| Other                        |             |
| <b>Total</b>                 |             |

(information on tangible and intangible fixed assets that have been fully depreciated but are still used for the activity)

| Name of the asset                     | acquisition cost assets already fully depreciated in € |
|---------------------------------------|--|
| Buildings                             |  |
| Furniture                             | 29.061   |
| laboratory equipment                  |  |
| other equipment                       | 1.771.529  |
| Computers                             | 69.574   |
| other computer equipment              | 23.004   |
| transport and communication equipment |  |
| intangible assets                     | 24.129   |
| biological agents                     |  |
| <b>Total</b>                          | <b>1.917.297</b>                                       |

|   |                |
|---|----------------|
| <b>Total accrued liabilities:</b>                               | <b>144.582</b> |
| 1 Programme Groups by agreement with ARRS                       | -              |
| 2 Research projects under agreement with ARRS                   | 3.260          |
| 3 Young researchers by agreement with ARRS                      | -              |
| 4 Other projects under agreement with ARRS                      | -              |
| 5 National projects - other budgetary sources                   | -              |
| 6 Part-time 1st and 2nd cycle and old bachelor's degree         | 36.119         |
| 7 Part-time 3rd cycle and old sub-degree                        | 50.055         |
| 8 Other funds for study activities                              | 37.963         |
| 9 Extracurricular activities for students                       | -              |
| 10 Dedicated funds from registration fees                       | 7.625          |
| 11 Cooperation with business                                    | -              |
| 12 European Union projects                                      | -              |
| 13 Other international projects                                 | -              |
| 14 International mobility                                       | -              |
| 15 Publishing   | 267            |
| 16 Dedicated corporate donations                                | 3.085          |
| 17 Prepaid rent, rent   | 1              |
| 18 Registration   | 1.233          |
| 19 Pedagogical and pedagogical education                        | 4.975          |
| 20 Other:   | -              |
| a) International Master's degree                                | -              |
| b) TSF - Applied Statistics Programme                           | -              |
| c) C130 and times. Deferred revenue from international projects | -              |
| d)  | -              |



## THE SITUATION OF LONG-TERM CAPITAL INVESTMENT AND LOANS 2022

| Zap.       | Type of investment or loan  | AOP        | Amount of investments    | Amount of corrections        | Amount of increase    | Amount of increases Am. | Amount of reduction   | Amount reduced. Am.   | Amount of investments      | Amount of corrections | Bookkeeping .         | Amount written off    |
|------------|---|------------|--------------------------|------------------------------|-----------------------|-------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| No.        |   |            | and loans granted (1.1.) | Investments and loans (1.1.) | investments and loans | investments and loans   | investments and loans | investments and loans | and loans granted (31.12.) | investments and loans | investments and loans | investments and loans |
|            | 1   | 2          | 3                        | 4                            | 5                     | 6                       | 7                     | 8                     | 9 = 3+5+7                  | 10=4+6+8              | 11= 9 - 10            | 12                    |
| <b>I.</b>  | <b>Long-term investments</b>  | <b>800</b> | <b>0</b>                 | <b>0</b>                     | <b>0</b>              | <b>0</b>                | <b>0</b>              | <b>0</b>              | <b>-</b>                   | <b>-</b>              | <b>-</b>              | <b>0</b>              |
| <b>A.</b>  | <b>Investments in shares</b>  | <b>801</b> | <b>0</b>                 | <b>0</b>                     | <b>0</b>              | <b>0</b>                | <b>0</b>              | <b>0</b>              | <b>-</b>                   | <b>-</b>              | <b>-</b>              | <b>0</b>              |
|            | 1 Investments in shares in public undertakings  | 802        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 2 Investments in shares in financial institutions   | 803        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 3 Investments in shares in private companies  | 804        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 4 Investments in shares abroad  | 805        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
| <b>B.</b>  | <b>Investments in shares</b>  | <b>806</b> | <b>0</b>                 | <b>0</b>                     | <b>0</b>              | <b>0</b>                | <b>0</b>              | <b>0</b>              | <b>-</b>                   | <b>-</b>              | <b>-</b>              | <b>0</b>              |
|            | 1 Investments in shares in public undertakings  | 807        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 2 Investments in shares in financial institutions   | 808        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 3 Investments in shares in private companies  | 809        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 4 Investments in shares of state-owned companies in the form of d.d.s.                      | 810        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 5 Investments in shares of state-owned companies in the form of limited liability companies | 811        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 6 Investments in foreign holdings   | 812        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
| <b>C.</b>  | <b>Investments in precious metals, precious stones, works of art, etc.</b>                  | <b>813</b> |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
| <b>D.</b>  | <b>Other long-term equity investments</b>   | <b>814</b> | <b>0</b>                 | <b>0</b>                     | <b>0</b>              | <b>0</b>                | <b>0</b>              | <b>0</b>              | <b>-</b>                   | <b>-</b>              | <b>-</b>              | <b>0</b>              |
|            | 1 Assets transferred to public funds  | 815        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | Assets transferred to other legal persons governed by public law which own the assets       | 816        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 3 Other long-term equity investments at home  | 817        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 4 Other long-term equity investments abroad   | 818        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
| <b>II.</b> | <b>Long-term loans and deposits</b>   | <b>819</b> | <b>0</b>                 | <b>0</b>                     | <b>0</b>              | <b>0</b>                | <b>0</b>              | <b>0</b>              | <b>-</b>                   | <b>-</b>              | <b>-</b>              | <b>0</b>              |
| <b>A.</b>  | <b>Long-term loans</b>  | <b>820</b> | <b>0</b>                 | <b>0</b>                     | <b>0</b>              | <b>0</b>                | <b>0</b>              | <b>0</b>              | <b>-</b>                   | <b>-</b>              | <b>-</b>              | <b>0</b>              |
|            | 1 Long-term loans to individuals  | 821        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 2 Long-term loans to public funds   | 822        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 3 Long-term loans granted to public undertakings  | 823        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 4 Long-term loans to financial institutions   | 824        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 5 Long-term loans to private companies  | 825        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 6 Long-term loans to other levels of government   | 826        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 7 Long-term loans to the State budget   | 827        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 8 Other long-term loans granted abroad  | 828        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
| <b>B.</b>  | <b>Long-term loans with buyback securities</b>  | <b>829</b> | <b>0</b>                 | <b>0</b>                     | <b>0</b>              | <b>0</b>                | <b>0</b>              | <b>0</b>              | <b>-</b>                   | <b>-</b>              | <b>-</b>              | <b>0</b>              |
|            | 1 Domestic securities   | 830        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 2 Foreign securities  | 831        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
| <b>C.</b>  | <b>Long-term deposits</b>   | <b>832</b> | <b>0</b>                 | <b>0</b>                     | <b>0</b>              | <b>0</b>                | <b>0</b>              | <b>0</b>              | <b>-</b>                   | <b>-</b>              | <b>-</b>              | <b>0</b>              |
|            | 1 Long-term deposits with commercial banks  | 833        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
|            | 2 Long-term deposits  | 834        |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
| <b>D.</b>  | <b>Other long-term loans</b>  | <b>835</b> |                          |                              |                       |                         |                       |                       | -                          | -                     | -                     |                       |
| <b>E.</b>  | <b>Total</b>  | <b>836</b> | <b>0</b>                 | <b>0</b>                     | <b>0</b>              | <b>0</b>                | <b>0</b>              | <b>0</b>              | <b>-</b>                   | <b>-</b>              | <b>-</b>              | <b>0</b>              |
|            | (800+819)   |            |                          |                              |                       |                         |                       |                       |                            |                       |                       |                       |

**INCOME AND EXPENDITURE ACCOUNT OF DESIGNATED USERS**

from 1.1. to 31.12.2022

University of Ljubljana

 Member: **ACADEMY OF MUSIC** in euro, excluding cents

| MEMBERSHIP<br>SUBSECTION<br>CONTACT | NAME OF THE SUBGROUP OF<br>ACCOUNTS   | Code<br>for<br>AOP | DOWNLOAD         |                  |
|-------------------------------------|---|--------------------|------------------|------------------|
|                                     |   |                    | Current year     | Previous year    |
|                                     |   |                    | 4                | 5                |
| 1                                   | 2   | 3                  | 4                | 5                |
|                                     | <b>A) OPERATING REVENUE</b><br>(861+862-863+864)  | 860                | <b>6.737.046</b> | <b>6.317.220</b> |
| 760                                 | TURNOVER FROM THE SALE OF PRODUCTS<br>AND SERVICES  | 861                | 6.737.046        | 6.317.286        |
|                                     | AN INCREASE IN THE VALUE OF<br>STOCKS OF PRODUCTS AND<br>WORK IN PROGRESS                           | 862                |                  |                  |
|                                     | A DECREASE IN THE VALUE OF<br>INVENTORIES OF PRODUCTS<br>AND WORK IN PROGRESS                       | 863                |                  | 66               |
| 761                                 | REVENUE FROM THE SALE OF MATERIALS<br>AND GOODS   | 864                |                  |                  |
| 762                                 | <b>B) FINANCIAL REVENUE</b>   | 865                | 1.106            |                  |
| 763                                 | <b>C) OTHER REVENUE</b>   | 866                | 31.146           | 684              |
|                                     | <b>(N) REVALUATION OPERATING<br/>REVENUE (868+869)</b>  | 867                | <b>0</b>         | <b>0</b>         |
| Part 764                            | TURNOVER FROM SALES OF AXES   | 868                |                  |                  |
| Part 764                            | OTHER REVALUABLE OPERATING INCOME   | 869                |                  |                  |
|                                     | <b>D) TOTAL REVENUE (860+865+866+867)</b>   | 870                | <b>6.769.298</b> | <b>6.317.904</b> |
|                                     | <b>E) THE COST OF GOODS, MATERIALS AND<br/>SERVICES (872+873+874)</b>                               | 871                | <b>1.557.762</b> | <b>1.274.821</b> |
| Part 466                            | COST OF MATERIALS AND GOODS SOLD  | 872                |                  |                  |
| 460                                 | MATERIAL COSTS  | 873                | 106.386          | 68.319           |
| 461                                 | COST OF SERVICES  | 874                | 1.451.376        | 1.206.502        |
|                                     | <b>F) PERSONNEL COSTS (876+877+878)</b>   | 875                | <b>5.118.506</b> | <b>4.918.453</b> |
| Part 464                            | WAGES AND SALARIES  | 876                | 4.150.996        | 4.012.827        |
| Part 464                            | EMPLOYERS' SOCIAL SECURITY<br>CONTRIBUTIONS   | 877                | 641.508          | 625.918          |
| Part 464                            | OTHER LABOUR COSTS  | 878                | 326.002          | 279.708          |
| 462                                 | <b>G) DEPRECIATION</b>  | 879                | 6.910            | 30.812           |
| 463                                 | <b>H) RESERVATIONS</b>  | 880                |                  |                  |
| Part 465                            | <b>J) OTHER COSTS</b>   | 881                | 39.244           | 44.841           |
| 467                                 | <b>K) FINANCIAL EXPENDITURE</b>   | 882                | 9                | 3.149            |
| 468                                 | <b>L) OTHER EXPENDITURE</b>   | 883                | 2                |                  |
|                                     | <b>M) REVALUATION OPERATING EXPENSES<br/>(886+886)</b>  | 884                | <b>26.392</b>    | <b>900</b>       |
| Part 469                            | EXPENDITURE ON THE SALE OF FIXED<br>ASSETS  | 885                |                  |                  |
| Part 469                            | OTHER REVALUATION OPERATING<br>EXPENSES   | 886                | 26.392           | 900              |
|                                     | <b>N) TOTAL EXPENDITURE<br/>(871+875+879+880+881+882+883+884)</b>                                   | 887                | <b>6.748.825</b> | <b>6.272.976</b> |
|                                     | <b>O) REVENUE SURPLUS (870-887)</b>   | 888                | <b>20.473</b>    | <b>44.928</b>    |
|                                     | <b>P) EXCESS EXPENDITURE (887-870)</b>  | 889                | <b>0</b>         | <b>0</b>         |
| Part 80                             | Corporation tax   | 890                | 1.010            | 134              |
| Part 80                             | Excess income for the period, net of<br>income tax (888-890)  | 891                | 19.463           | 44.794           |
| Part 80                             | Excess expenditure for the period including<br>income tax (889+890) or (890-888)                    | 892                | 0                | 0                |
|                                     | Surplus revenue from previous years,<br>intended to cover expenditure<br>of the accounting period   | 893                |                  |                  |
|                                     | Average number of employees based on<br>hours worked during the accounting period<br>(whole number) | 894                | 87               | 85               |
|                                     | Number of months in business  | 895                | 12               | 12               |

**Indicators**

|   |                        | Current year | Previous year |
|---|------------------------|--------------|---------------|
| Total revenue per employee  | AOP<br>870/894         | 77.808       | 74.328        |
| Total expenditure per employee  | AOP<br>887/894         | 77.573       | 73.800        |
| Labour costs per employee   | AOP<br>875/894         | 58.833       | 57.864        |
| Labour cost in total expenditure - Index  | AOP<br>875/887*<br>100 | 76           | 78            |
| Number of 1st and 2nd cycle students without Graduates                                |                        | 457          | 406           |
| Total income per student  | AOP<br>870/stud.       | 14.812       | 15.561        |
| Total expenditure per student   | AOP<br>887/stud.       | 14.768       | 15.451        |
| Number of all students excluding Graduates  |                        | 462          | 413           |
| Total income per student all  | AOP<br>870/stud.       | 14.652       | 15.298        |
| Total expenditure per student all   | AOP<br>887/stud.       | 14.608       | 15.189        |
| Revenue surplus in total Revenue - index  | AOP<br>888/870*<br>100 | 0,00         | 1,00          |
| Surplus of expenditure over total Revenue - index                                     | AOP<br>889/870*<br>100 | 0,00         | 0,00          |
| Surplus of revenue over expenditure after paying student tax, all excluding graduates | AOP<br>891/stud.       | 42,13        | 108,46        |
| Excess of expenditure over revenue after student tax, all excluding Graduates         | AOP<br>892/stud.       | 0,00         | 0,00          |
| Surplus of revenue over expenditure after paying employment tax                       | AOP<br>891/894         | 223,71       | 526,99        |
| Surplus of expenditure over revenue after paying employee tax                         | AOP<br>892/894         | 0,00         | 0,00          |

**REVENUE AND EXPENDITURE OF DESIGNATED USERS BY TYPE OF ACTIVITY**

from 1.1.to 31.12.2022

**University of Ljubljana**

 Member: **ACADEMY OF MUSIC** in euro, excluding cents

| MEMBERSHIP<br>SUBSECTION | NAME OF THE SUBGROUP OF<br>ACCOUNTS   | Code<br>for AOP | DOWNLOAD   |   |
|--------------------------|---|-----------------|--|---|
|                          |   |                 | Revenue and<br>expenditure for<br>the provision of a public<br>service | Revenue and<br>expenditure from<br>goods and services sold<br>on the market |
| CONTACT                  |   |                 |  |   |
| 1                        | 2   | 3               | 4  | 5   |
|                          | <b>A) OPERATING REVENUE</b><br>(661+662-663+664)  | 660             | <b>6.724.809</b>   | <b>12.237</b>   |
| 760                      | TURNOVER FROM THE SALE OF<br>PRODUCTS AND SERVICES  | 661             | 6.724.809  | 12.237  |
|                          | AN INCREASE IN THE VALUE OF<br>STOCKS OF PRODUCTS AND<br>WORK IN PROGRESS                         | 662             |  |   |
|                          | A DECREASE IN THE VALUE OF<br>INVENTORIES OF PRODUCTS<br>AND WORK IN PROGRESS                     | 663             |  |   |
| 761                      | REVENUE FROM THE SALE OF<br>MATERIALS AND GOODS   | 664             |  |   |
| 762                      | <b>B) FINANCIAL REVENUE</b>   | 665             | 1.106  |   |
| 763                      | <b>C) OTHER REVENUE</b>   | 666             | 31.146   |   |
|                          | <b>(N) REVALUATION OPERATING<br/>REVENUE (668+669)</b>  | 667             | <b>0</b>   | <b>0</b>  |
| Part 764                 | TURNOVER FROM SALES OF AXES   | 668             |  |   |
| Part 764                 | OTHER REVALUABLE OPERATING<br>INCOME  | 669             |  |   |
|                          | <b>D) TOTAL REVENUE</b><br>(660+665+666+666+667)  | 670             | <b>6.757.061</b>   | <b>12.237</b>   |
|                          | <b>E) THE COST OF GOODS, MATERIALS<br/>AND<br/>SERVICES (672+673+674)</b>                         | 671             | <b>1.551.508</b>   | <b>6.254</b>  |
| Part 466                 | COST OF MATERIALS AND GOODS<br>SOLD   | 672             |  |   |
| 460                      | MATERIAL COSTS  | 673             | 106.386  |   |
| 461                      | COST OF SERVICES  | 674             | 1.445.122  | 6.254   |
|                          | <b>F) PERSONNEL COSTS (676+677+678)</b>   | 675             | <b>5.118.506</b>   | <b>0</b>  |
| Part 464                 | WAGES AND SALARIES  | 676             | 4.150.996  |   |
| Part 464                 | EMPLOYERS' SOCIAL SECURITY<br>CONTRIBUTIONS   | 677             | 641.508  |   |
| Part 464                 | OTHER LABOUR COSTS  | 678             | 326.002  |   |
| 462                      | <b>G) DEPRECIATION</b>  | 679             | 6.910  |   |
| 463                      | <b>H) RESERVATIONS</b>  | 680             |  |   |
| Part 465                 | <b>J) OTHER COSTS</b>   | 681             | 39.244   |   |
| 467                      | <b>K) FINANCIAL EXPENDITURE</b>   | 682             | 9  |   |
|                          | <b>L) OTHER EXPENDITURE</b>   | 683             | 2  |   |
|                          | <b>M) OPERATING E X P E N S E S</b><br>(685+687)  | 684             | <b>26.392</b>  | <b>0</b>  |
| Part 469                 | EXPENDITURE ON THE SALE OF FIXED<br>ASSETS  | 685             |  |   |
| Part 469                 | OTHER REVALUATION OPERATING<br>EXPENSES   | 686             | 26.392   |   |
|                          | <b>N) TOTAL EXPENDITURE</b><br>(671+675+679+680+681+682+683+684)                                  | 687             | <b>6.742.571</b>   | <b>6.254</b>  |
|                          | <b>O) REVENUE SURPLUS (670-687)</b>   | 688             | <b>14.490</b>  | <b>5.983</b>  |
|                          | <b>P) EXCESS EXPENDITURE (687-670)</b>  | 689             | <b>0</b>   | <b>0</b>  |
| Part 80                  | Corporation tax   | 690             |  | 1.010   |
| Part 80                  | Excess income for the period,<br>net of income tax (688-690)                                      | 691             | <b>14.490</b>  | <b>4.973</b>  |
| Part 80                  | Excess expenditure for the<br>period including income<br>tax (689+690) or (690-688)               | 692             | <b>0</b>   | <b>0</b>  |
|                          | Surplus revenue from previous years,<br>intended to cover expenditure<br>of the accounting period | 693             |  |   |

## CASH-FLOW STATEMENT OF REVENUE AND EXPENDITURE WITH ANNEXES

| MEMBERSHIP CONTACT | ACCOUNT NAME   | Code for AOP | REALISATION 2021 | FINANCIAL PLAN 2022 | REALISATION 2022 | 2022/FY2022 REALISATION | FN 2022 / Realisation 2021 |
|--------------------|--|--------------|------------------|---------------------|------------------|-------------------------|----------------------------|
| 1                  | 2  | 3            | 4                | 5                   | 6                | 7=5+6/4                 | 8=6/4                      |
|                    | <b>I. TOTAL REVENUE (402+431)</b>  | <b>401</b>   | <b>6.320.680</b> | <b>6.560.813</b>    | <b>6.650.346</b> | <b>101,4</b>            | <b>103,8</b>               |
|                    | <b>1. REVENUE FOR THE PUBLIC SERVICE (403+420)</b>   | <b>402</b>   | <b>6.320.680</b> | <b>6.560.813</b>    | <b>6.639.870</b> | <b>101,2</b>            | <b>103,8</b>               |
|                    | <b>A. Revenue from public finances (404+407+410+413+418+419)</b>                                 | <b>403</b>   | <b>6.160.503</b> | <b>6.339.246</b>    | <b>6.082.716</b> | <b>96,0</b>             | <b>102,9</b>               |
|                    | <b>a. Funds received from the national budget (405+406)</b>                                      | <b>404</b>   | <b>6.159.613</b> | <b>6.339.246</b>    | <b>6.074.836</b> | <b>95,8</b>             | <b>102,9</b>               |
| Part 7400          | Appropriations received from the general budget for current expenditure                          | 405          | 6.158.529        | 6.338.376           | 6.074.836        | 95,8                    | 102,9                      |
| Part 7400          | Investment funds received from the national budget   | 406          | 1.084            | 870                 | 0                | 0,0                     | 80,3                       |
|                    | <b>b. Funds received from municipal budgets (408+409)</b>  | <b>407</b>   | <b>0</b>         | <b>0</b>            | <b>0</b>         | <b>-</b>                | <b>-</b>                   |
| Part 7401          | Appropriations received from municipal budgets for current expenditure                           | 408          | 0                | 0                   | 0                | -                       | -                          |
| Part 7401          | Funds received from municipal budgets for investments  | 409          | 0                | 0                   | 0                | -                       | -                          |
|                    | <b>c. Receipts from social security funds (411+412)</b>  | <b>410</b>   | <b>0</b>         | <b>0</b>            | <b>0</b>         | <b>-</b>                | <b>-</b>                   |
| Part 7402          | Resources received from social security funds for current expenditure                            | 411          | 0                | 0                   | 0                | -                       | -                          |
| Part 7402          | Funds received from social security funds for investments  | 412          | 0                | 0                   | 0                | -                       | -                          |
|                    | <b>d. Appropriations received from public funds and agencies (414+415+416+417)</b>               | <b>413</b>   | <b>0</b>         | <b>0</b>            | <b>0</b>         | <b>-</b>                | <b>-</b>                   |
| Part 7403          | Appropriations received from public funds for current expenditure                                | 414          | 0                | 0                   | 0                | -                       | -                          |
| Part 7403          | Funds received from public funds for investments   | 415          | 0                | 0                   | 0                | -                       | -                          |
| Part 7404          | Funds received from public agencies for current expenditure                                      | 416          | 0                | 0                   | 0                | -                       | -                          |
| Part 7404          | Funds received from public agencies for investments  | 417          | 0                | 0                   | 0                | -                       | -                          |
| <b>Part 740</b>    | <b>e. Budgets received from foreign donations</b>  | <b>418</b>   | <b>0</b>         | <b>0</b>            | <b>0</b>         | <b>-</b>                | <b>-</b>                   |
| <b>741</b>         | <b>f. Funds received from the general budget of the European Union and from other countries</b>  | <b>419</b>   | <b>890</b>       | <b>0</b>            | <b>7.880</b>     | <b>-</b>                | <b>0,0</b>                 |
|                    | <b>B) Other revenue for the operation of public service activities (422 to 430 + 487 to 490)</b> | <b>420</b>   | <b>160.177</b>   | <b>221.567</b>      | <b>557.154</b>   | <b>251,5</b>            | <b>138,3</b>               |
| Part 7102          | Interest received  | 422          | 0                | 0                   | 697              | -                       | -                          |
| 7100               | Revenue from profit-sharing and dividends and excess of revenue over expenses                    | 423          | 0                | 0                   | 0                | -                       | -                          |
| 7103               | Rental, lease and other property income  | 487          | 207              | 0                   | 0                | -                       | 0,0                        |
| 7141               | Other current revenue from the public service  | 424          | 148.225          | 214.767             | 524.623          | 244,3                   | 144,9                      |
| 72                 | Capital revenue  | 425          | 0                | 0                   | 0                | -                       | -                          |
| 730                | Donations received from domestic sources   | 426          | 630              | 6.800               | 30.634           | 450,5                   | 1.079,4                    |
| 731                | Donations received from abroad   | 427          | 0                | 0                   | 0                | -                       | -                          |
| 732                | Grants for natural disaster relief   | 428          | 0                | 0                   | 0                | -                       | -                          |
| 782                | EU budget received from Structural Funds   | 488          | 0                | 0                   | 0                | -                       | 0,0                        |
| 783                | EU budget received from cohesion funds   | 489          | 0                | 0                   | 0                | -                       | -                          |

| MEMBERSHIP CONTACT | ACCOUNT NAME   | Code for AOP | REALISATION 2021 | FINANCIAL PLAN 2022 | REALISATION 2022 | 2022/FY2022 REALISATION | FN 2022 / Realisation 2021 |
|--------------------|--|--------------|------------------|---------------------|------------------|-------------------------|----------------------------|
| 1                  | 2  | 3            | 4                | 5                   | 6                | 7=5+6/4                 | 8=6/4                      |
| 784                | EU budget received for the implementation of centralised and other EU programmes | 490          | 0                | 0                   | 0                | -                       | -                          |
| 786                | Other funds received from the European Union budget                              | 429          | 11.115           | 0                   | 1.200            | -                       | -                          |
| 787                | Funds received from other European institutions                                  | 430          | 0                | 0                   | 0                | -                       | -                          |
|                    | <b>2. INCOME FROM THE SALE OF GOODS AND SERVICES ON THE MARKET (432 + 433)</b>   | <b>431</b>   | <b>0</b>         | <b>0</b>            | <b>10.476</b>    | <b>99,8</b>             | <b>102,7</b>               |
| 7130               | Revenue from the sale of goods and services on the market                        | 432          | 0                | 0                   | 10.476           | 99,7                    | 102,7                      |
| Part 7102          | Interest received  | 433          | 0                | 0                   | 0                | 99,8                    | 101,4                      |
|                    | <b>II. TOTAL EXPENDITURE (438+481)</b>   | <b>437</b>   | <b>6.392.176</b> | <b>6.561.844</b>    | <b>6.548.510</b> | <b>99,8</b>             | <b>102,7</b>               |
|                    | <b>1. PUBLIC SERVICE EXPENDITURE (439+447+453+464+465+466+467+468+469+470)</b>   | <b>438</b>   | <b>6.392.176</b> | <b>6.561.844</b>    | <b>6.544.627</b> | <b>99,7</b>             | <b>102,7</b>               |
|                    | <b>A. Salaries and other staff expenditure (440 to 446)</b>                      | <b>439</b>   | <b>4.270.568</b> | <b>4.330.863</b>    | <b>4.324.351</b> | <b>99,8</b>             | <b>101,4</b>               |
| Part 4000          | Salaries and allowances  | 440          | 3.362.332        | 3.402.758           | 3.538.538        | 104,0                   | 101,2                      |
| Part 4001          | Annual leave allowance   | 441          | 87.543           | 97.788              | 98.118           | 100,3                   | 111,7                      |
| Part 4002          | Refunds and allowances   | 442          | 123.639          | 165.671             | 167.860          | 101,3                   | 134,0                      |
| Part 4003          | Performance funding  | 443          | 470.049          | 493.780             | 501.997          | 101,7                   | 105,0                      |
| Part 4004          | Funds for overtime   | 444          | 3.005            | 1.971               | 1.301            | 66,0                    | 65,6                       |
| Part 4005          | Wages and salaries for non-resident work under contract                          | 445          | 198.374          | 152.289             | 0                | 0,0                     | 76,8                       |
| Part 4009          | Other staff expenditure  | 446          | 25.626           | 16.606              | 16.537           | 99,6                    | 64,8                       |
|                    | <b>B. Employers' social security contributions (448 to 452)</b>                  | <b>447</b>   | <b>666.198</b>   | <b>689.109</b>      | <b>667.917</b>   | <b>96,9</b>             | <b>103,4</b>               |
| Part 4010          | Contribution to pension and invalidity insurance                                 | 448          | 336.118          | 348.332             | 336.472          | 96,6                    | 103,6                      |
| Part 4011          | Contribution to health insurance   | 449          | 286.357          | 296.968             | 286.949          | 96,6                    | 103,7                      |
| Part 4012          | Employment allowance   | 450          | 2.729            | 2.611               | 2.541            | 97,3                    | 95,7                       |
| Part 4013          | Parental care allowance  | 451          | 4.038            | 4.185               | 4.061            | 97,0                    | 103,6                      |
| Part 4015          | Collective supplementary pension insurance premiums under the UCLLSA             | 452          | 36.956           | 37.013              | 37.894           | 102,4                   | 100,2                      |

| MEMBERSHIP CONTACT | ACCOUNT NAME  | Code for AOP | REALISATION 2021 | FINANCIAL PLAN 2022 | REALISATION 2022 | 2022/FY2022 REALISATION | FN 2022 / Realisation 2021 |
|--------------------|---|--------------|------------------|---------------------|------------------|-------------------------|----------------------------|
| 1                  | 2   | 3            | 4                | 5                   | 6                | 7=5+6/4                 | 8=6/4                      |
|                    | <b>C. Expenditure on goods and services for the operation of the public service (454 to 463)</b>    | <b>453</b>   | <b>1.395.300</b> | <b>1.538.502</b>    | <b>1.487.910</b> | <b>96,7</b>             | <b>110,3</b>               |
| Part 4020          | Office and general supplies and services  | 454          | 94.000           | 228.187             | 173.937          | 76,2                    | 242,8                      |
| Part 4021          | Special materials and services  | 455          | 1.545            | 9.740               | 7.628            | 78,3                    | 630,4                      |
| Part 4022          | Energy, water, utilities and communications   | 456          | 52.164           | 116.134             | 100.820          | 86,8                    | 222,6                      |
| Part 4023          | Transport costs and services  | 457          | 10.015           | 28.190              | 18.392           | 65,2                    | 281,5                      |
| Part 4024          | Expenditure on missions   | 458          | 9.078            | 43.281              | 26.889           | 62,1                    | 476,8                      |
| Part 4025          | Ongoing maintenance   | 459          | 99.380           | 107.403             | 51.338           | 47,8                    | 108,1                      |
| Part 4026          | Business rents and lease payments   | 460          | 477.839          | 423.900             | 379.804          | 89,6                    | 88,7                       |
| Part 4027          | Penalties and damages   | 461          | 0                | 0                   | 0                | -                       | -                          |
| Part 4028          | Payroll tax   | 462          | 0                | 0                   | 0                | -                       | -                          |
| Part 4029          | Other operating expenditure   | 463          | 651.279          | 581.667             | 729.102          | 125,3                   | 89,3                       |
| <b>403</b>         | <b>D. Domestic interest payments</b>  | <b>464</b>   | <b>0</b>         | <b>0</b>            | <b>0</b>         | <b>-</b>                | <b>-</b>                   |
| <b>404</b>         | <b>E. Foreign interest payments</b>   | <b>465</b>   | <b>0</b>         | <b>0</b>            | <b>0</b>         | <b>-</b>                | <b>-</b>                   |
| <b>410</b>         | <b>F. Subsidies</b>   | <b>466</b>   | <b>0</b>         | <b>0</b>            | <b>0</b>         | <b>-</b>                | <b>-</b>                   |
| <b>411</b>         | <b>G. Transfers to individuals and households</b>   | <b>467</b>   | <b>0</b>         | <b>0</b>            | <b>0</b>         | <b>-</b>                | <b>-</b>                   |
| <b>412</b>         | <b>H. Transfers to non-profit organisations and foundations</b>                                     | <b>468</b>   | <b>0</b>         | <b>0</b>            | <b>0</b>         | <b>-</b>                | <b>-</b>                   |
| <b>413</b>         | <b>I. Other current domestic transfers</b>  | <b>469</b>   | <b>0</b>         | <b>0</b>            | <b>0</b>         | <b>-</b>                | <b>-</b>                   |
|                    | <b>J. Capital expenditure (371 to 480)</b>  | <b>470</b>   | <b>60.110</b>    | <b>3.370</b>        | <b>64.449</b>    | <b>1.912,4</b>          | <b>5,6</b>                 |
| 4200               | Purchase of buildings and premises  | 471          | 0                | 0                   | 0                | -                       | -                          |
| 4201               | Purchase of means of transport  | 472          | 0                | 0                   | 0                | -                       | -                          |
| 4202               | Purchase of equipment   | 473          | 51.376           | 0                   | 46.766           | -                       | 0,0                        |
| 4203               | Purchase of other fixed assets  | 474          | 6.734            | 2.990               | 17.683           | 591,4                   | 44,4                       |
| 4204               | New construction, reconstruction and adaptations  | 475          | 0                | 0                   | 0                | -                       | -                          |
| 4205               | Investment maintenance and renewals   | 476          | 0                | 0                   | 0                | -                       | -                          |
| 4206               | Purchase of land and natural resources  | 477          | 0                | 0                   | 0                | -                       | -                          |
| 4207               | Purchase of intangible assets   | 478          | 2.000            | 380                 | 0                | 0,0                     | 19,0                       |
| 4208               | Project feasibility studies, project documentation, supervision, investment engineering             | 479          | 0                | 0                   | 0                | -                       | -                          |
| 4209               | Purchase of commodity reserves and intervention stocks  | 480          | 0                | 0                   | 0                | -                       | -                          |
|                    | <b>2. EXPENDITURE ARISING FROM THE SALE OF GOODS AND SERVICES ON THE MARKET (482+483+484)</b>       | <b>481</b>   | <b>0</b>         | <b>0</b>            | <b>3.883</b>     | <b>-</b>                | <b>-</b>                   |
| Part 400           | A. Salaries and other employee expenses resulting from the sale of goods and services on the market | 482          | 0                | 0                   | 0                | -                       | -                          |
| Part 401           | B. Employers' social security contributions from the sale of goods and services on the market       | 483          | 0                | 0                   | 0                | -                       | -                          |
| Part 402           | C. Expenditure on goods and services arising from the sale of goods and services on the market      | 484          | 0                | 0                   | 3.883            | -                       | -                          |
|                    | <b>III/1 SURPLUS OF REVENUE OVER EXPENDITURE (401-437)</b>  | <b>485</b>   | <b>0</b>         | <b>117.012</b>      | <b>101.836</b>   | <b>87,0</b>             | <b>-</b>                   |
|                    | <b>III/2 EXCESS OF EXPENDITURE OVER REVENUE (437-401)</b>   | <b>486</b>   | <b>71.496</b>    | <b>118.043</b>      | <b>0</b>         | <b>0,0</b>              | <b>165,1</b>               |



|                                     | EUR | 10.038 | 15.478 | 16.735 |
|-------------------------------------|-----|--------|--------|--------|
| full-time degrees without graduates |     |        |        |        |



## EXPLANATION OF THE INDICES OF THE STATEMENT OF REVENUE AND EXPENDITURE OF CERTAIN USERS

| INCOME/EXPENDITURE  | AOP        | FINANCIAL PLAN 2022 | REALISATION 2022   | The value of the difference between FN 2023 and Estimated 2022 realisation |
|---|------------|---------------------|--------------------|--|
| Funds received from the national budget   | 404        | 6.339.246 €         | 6.074.836 €        | -264.410 €   |
| Funds received from the general budget from the European Union budget                               | 419        | 0 €                 | 7.880 €            | 7.880 €  |
| <b>B) Other revenue for the operation of public service activities (421 to 430)</b>                 | <b>420</b> | <b>221.567 €</b>    | <b>557.154 €</b>   | <b>335.587 €</b>   |
| Revenue from the sale of goods and services on the market   | 431        | 0 €                 | 10.476 €           | 10.476 €   |
| <b>A. Salaries and other staff expenditure for the operation of the public service (440 to 446)</b> | <b>439</b> | <b>4.330.863 €</b>  | <b>4.324.351 €</b> | <b>-6.512 €</b>  |
| <b>C. Expenditure on goods and services for the operation of the public service (454 to 463)</b>    | <b>453</b> | <b>1.538.502 €</b>  | <b>1.487.910 €</b> | <b>-50.592 €</b>   |
| <b>J. Capital expenditure (371 to 480)</b>  | <b>470</b> | <b>3.370 €</b>      | <b>64.449 €</b>    | <b>61.079 €</b>  |
| <b>SURPLUS OF REVENUE OVER EXPENDITURE</b>  | <b>485</b> | <b>117.012 €</b>    | <b>101.836 €</b>   | <b>-15.176 €</b>   |
| <b>EXCESS OF EXPENDITURE OVER REVENUE</b>   | <b>486</b> | <b>118.043 €</b>    | <b>0 €</b>         | <b>-118.043 €</b>  |

## THE STATEMENT OF FINANCIAL CLAIMS AND INVESTMENTS OF DESIGNATED USERS

| ARTICLE<br>ACCOU<br>NT |   |            |     |   |   |   |   |   |
|------------------------|---|------------|-----|---|---|---|---|---|
| 1                      |   |            |     |   |   |   |   |   |
| 750                    | <b>IV. PRE<br/>(501 to 51</b>   |            |     |   |   |   |   |   |
| 7500                   | Repayments  | received d |     |   |   |   |   |   |
| 7501                   | Repayments received of loans granted under  |            |     |   |   |   |   |   |
| 7502                   | Repayments received of<br>loans granted - or<br>municipalities                                |            |     |   |   |   |   |   |
| 7503                   | Repayments of loans received - from finance   |            |     |   |   |   |   |   |
| 7504                   | Repayments of loans received - from private po  |            |     |   |   |   |   |   |
| 7505                   | Repayments of loans received from municipalities  |            |     |   |   |   |   |   |
| 7506                   | Repayments of loans received - from abroad  |            |     |   |   |   |   |   |
| 7507                   | Repayments of loans received - State budget   |            |     |   |   |   |   |   |
| 7508                   | Repayments received from public agencies of loans<br>granted                                  |            |     |   |   |   |   |   |
| 7509                   | Repayments of guarantees paid   |            |     |   |   |   |   |   |
| 751                    | Sale of equity interests  |            | 511 |   |   |   |   |   |
| 440                    | <b>V. GIVEN LOANS<br/>(513 to 523)</b>  |            | 512 |   |   |   |   |   |
| 4400                   | Loans granted to individuals and private individuals  |            | 513 |   |   |   |   |   |
| 4401                   | Loans granted to public funds   |            | 514 |   |   |   |   |   |
| 4402                   | Loans granted to public corporations and corporations owned by the State or<br>municipalities |            | 515 | 0 |   |   |   |   |
| 4403                   | Loans granted to financial institutions   |            | 516 | 0 |   |   |   |   |
| 4404                   | Loans granted to private companies  |            | 517 | 0 |   |   |   |   |
| 4405                   | Loans granted to municipalities   |            | 518 | 0 | 0 |   |   |   |
| 4406                   | Loans granted abroad  |            | 519 | 0 | 0 |   |   |   |
| 4407                   | Loans granted to the state budget   |            | 520 | 0 | 0 | 0 |   |   |
| 4408                   | Loans granted to public agencies  |            | 521 | 0 | 0 | 0 |   |   |
| 4409                   | Payments of outstanding guarantees  |            | 522 | 0 | 0 | 0 | - |   |
| 441                    | Increase in capital holdings and investments  |            | 523 | 0 | 0 | 0 | - |   |
|                        | <b>VI/1 LOANS RECEIVED LESS LOANS<br/>GRANTED (500-512)</b>                                   |            | 524 | 0 | 0 | 0 | - |   |
|                        | <b>VI/2 LOANS GRANTED MINUS LOANS<br/>RECEIVED (512-500)</b>                                  |            | 525 | 0 | 0 | 0 | - | - |

## THE FINANCING ACCOUNT STATEMENT FOR DESIGNATED USERS

| MEMBERSHIP CONTACT | ACCOUNT NAME   | Code for AOP | REALISATION 2021 | FINANCIAL PLAN 2022 | REALISATION 2022 | 2022/FY2022 REALISATION | FN 2022 / Realisation 2021 |
|--------------------|--|--------------|------------------|---------------------|------------------|-------------------------|----------------------------|
| 1                  | 2  | 3            | 4                | 5                   | 6                | 7=6/5                   | 8=6/4                      |
| 50                 | <b>VII. BORROWING (551+559)</b>                                      | 550          | 0                | 0                   | 0                | -                       | -                          |
| 500                | <b>Domestic borrowing (552 to 558)</b>                               | 551          | 0                | 0                   | 0                | -                       | -                          |
| 5001               | Borrowings from commercial banks                                     | 552          | 0                | 0                   | 0                | -                       | -                          |
| 5002               | Borrowings from other financial institutions                         | 553          | 0                | 0                   | 0                | -                       | -                          |
| Part 5003          | Borrowings from the State budget                                     | 554          | 0                | 0                   | 0                | -                       | -                          |
| Part 5003          | Borrowings from local government budgets                             | 555          | 0                | 0                   | 0                | -                       | -                          |
| Part 5003          | Borrowings from social security funds                                | 556          | 0                | 0                   | 0                | -                       | -                          |
| Part 5003          | Borrowings from other public funds                                   | 557          | 0                | 0                   | 0                | -                       | -                          |
| Part 5003          | Borrowings from other domestic lenders                               | 558          | 0                | 0                   | 0                | -                       | -                          |
| 501                | <b>Borrowing abroad</b>  | 559          | 0                | 0                   | 0                | -                       | -                          |
| 55                 | <b>VIII. DEBT REPAYMENTS (561+569)</b>                               | 560          | 0                | 0                   | 0                | -                       | -                          |
| 550                | <b>Domestic debt repayments (562 to 568)</b>                         | 561          | 0                | 0                   | 0                | -                       | -                          |
| 5501               | Debt repayments to commercial banks                                  | 562          | 0                | 0                   | 0                | -                       | -                          |
| 5502               | Debt repayments to other financial institutions                      | 563          | 0                | 0                   | 0                | -                       | -                          |
| Part 5503          | Debt repayments to the state budget                                  | 564          | 0                | 0                   | 0                | -                       | -                          |
| Part 5503          | Debt repayments to local government budgets                          | 565          | 0                | 0                   | 0                | -                       | -                          |
| Part 5503          | Debt repayments to social security funds                             | 566          | 0                | 0                   | 0                | -                       | -                          |
| Part 5503          | Debt repayments to other public funds                                | 567          | 0                | 0                   | 0                | -                       | -                          |
| Part 5503          | Debt repayments to other domestic lenders                            | 568          | 0                | 0                   | 0                | -                       | -                          |
| 551                | <b>Debt repayments abroad</b>  | 569          | 0                | 0                   | 0                | -                       | -                          |
|                    | <b>IX/1 NET BORROWING (550-560)</b>                                  | 570          | 0                | 0                   | 0                | -                       | -                          |
|                    | <b>IX/2 NET DEBT REPAYMENT (560-550)</b>                             | 571          | 0                | 0                   | 0                | -                       | -                          |
|                    | <b>X/1 INCREASE IN FUNDS IN ACCOUNTS (485+524+570)-(486+525+571)</b> | 572          | 0                | 0                   | 101.836          | -                       | -                          |
|                    | <b>X/2 DECREASE IN ACCOUNT BALANCES (486+525+571)-(485+524+570)</b>  | 573          | 71.496           | 1.031               | 0                | 1,4                     | 0,0                        |







|   |   |     |     |   |   |   |   |   |   |   |
|---|---|-----|-----|---|---|---|---|---|---|---|
| <b>INVESTMENTS AND INVESTMENT MAINTENANCE</b>         |   |     |     |   |   |   |   |   |   |   |
| <b>THE DIFFERENCE BETWEEN REVENUE AND EXPENDITURE</b> |   |     |     |   |   |   |   |   |   |   |
|   | 316                                     | 0   | 316 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5a  | Investments                             | 0   |     |   |   |   |   |   |   |   |
| 5b  | Equipment                               | 768 | 768 |   |   |   |   |   |   |   |
| 5c  | Investment maintenance                  | 0   |     |   |   |   |   |   |   |   |
| 5c  | Preparation of investment documentation | 0   |     |   |   |   |   |   |   |   |
| 5d  | Intervention funds                      | 0   |     |   |   |   |   |   |   |   |

| PRESEŽKI IN PRIMANJKLJAJI PO DEJAVNOSTIH 2022 | SALDO   | Presež prihodkov | Presežek odhodkov |
|---|---------|------------------|-------------------|
|   | 101.836 |                  |                   |
| REDNI PROGRAMI 1. IN 2. STOPNJE               |         | 114.757          |                   |
| IZREDNI PROGRAMI 1. IN 2. STOPNJE             |         |                  | -17.738           |
| PROGRAMI 3. STOPNJE                           |         | 10.800           |                   |
| INTERESNE DEJAVNOSTI ŠTUDENTOV                |         | 419              |                   |
| RAZVOJNE NALOGE                               |         |                  | -26.213           |
| RAZISKOVALNA IN RAZVOJNA DEJAVNOST            |         |                  |                   |
| DRUGO - DEJAVNOST JS                          |         | 13.218           |                   |
| TRŽNA DEJAVNOST                               |         | 6.593            |                   |
| INVESTICIJE IN INVESTICIJSKO VZDRŽEVANJE      |         |                  |                   |

STRUCTURE OF THE RESOURCES OF THE SPECIAL PART

| Source of funds   | AOP code for revenue       | Revenue in EUR   | Expenditure in EUR | Difference between revenue and expenditure | Revenue as a share of expenditure | Share of individual revenue | Share of individual expenditure |
|---|----------------------------|------------------|--------------------|--|-----------------------------------|-----------------------------|---------------------------------|
| <b>Total public service</b>   | <b>402</b>                 | <b>6.639.870</b> | <b>6.544.627</b>   | <b>95.243</b>                              | <b>101,5%</b>                     | <b>99,8%</b>                | <b>99,9%</b>                    |
| MINISTRY OF FOREIGN AFFAIRS   | 404                        | 5.954.076        | 6.021.530          | -67.454                                    | 98,9%                             | 89,5%                       | 92,0%                           |
| ARRS, SPIRIT, HOW...  | 404                        | 120.760          | 11.963             | 108.797                                    | 1009,4%                           | 1,8%                        | 0,2%                            |
| Other ministries  | 404                        | 0                | 531                | -531                                       | 0,0%                              | 0,0%                        | 0,0%                            |
| Municipal budgetary resources   | 407                        | 0                | 0                  | 0  | -                                 | 0,0%                        | 0,0%                            |
| State budget funding from EU budget   | 419                        | 7.880            | 9.099              | -1.219                                     | 86,6%                             | 0,1%                        | 0,1%                            |
| OJ Price list: funds from the sale of goods and services resulting from the provision of JS | 421                        | 524.623          | 443.047            | 81.576                                     | 118,4%                            | 7,9%                        | 6,8%                            |
| Other funding from the EU budget  | 429                        | 1.200            | 21.546             | -20.346                                    | 5,6%                              | 0,0%                        | 0,3%                            |
| Other sources   | 410+413+418+422 to 428+430 | 31.331           | 36.911             | -5.580                                     | 84,9%                             | 0,5%                        | 0,6%                            |
| Square  | 431                        | 10.476           | 3.883              | 6.593                                      | 269,8%                            | 0,2%                        | 0,1%                            |
| <b>TOTAL</b>  |                            | <b>6.650.346</b> | <b>6.548.510</b>   | <b>101.836</b>                             | <b>101,6%</b>                     | <b>100,0%</b>               | <b>100,0%</b>                   |

Place and date:

Ljubljana, 28 February 2023

Person responsible

for drawing up the balance sheet:

Janja Anžič

Responsible person:

Marko Vatovec



## 3.11. PRESENTATION OF THE ACADEMY OF MUSIC

### 3.11.1. Organisation

The Academy of Music of the University of Ljubljana is Slovenia's only music and art higher education institution and is therefore an institution of special national importance. Many outstanding musicians have studied here, including the University of Ljubljana's honorary doctorate holders, musicians Irena Grafenauer and Igor Ozim.

In 1975, the Academy became a member of the University of Ljubljana, and the number of students gradually grew to around 500 today. The quality of the students is reflected in the excellent performances of the symphony orchestra, which has received excellent reviews on tours abroad, where critics and audiences have ranked it among the top young orchestras in Europe over the past decade. Students of the UL AG also participate in numerous international orchestras. Other major ensembles - choirs (chamber, girls', mixed and choral), string, wind, brass, guitar and accordion orchestras and a big band - are also very successful.

Student soloists perform on concert and opera stages, where they are particularly challenged by the opportunity to solo with professional orchestras in the Academy Concerto subscription, which they must audition for. They also have many opportunities to perform in other concert series, and this is an advantage over similar foreign institutions. Students win numerous prizes in national and international competitions, are highly employable and make up the bulk of the personnel in national professional ensembles and music education at all levels. Individuals succeed in breaking into the world's best orchestras, such as the Berlin Philharmonic and the Vienna Philharmonic. Since 2008, UL AG students have also won around 150 prizes in various international artistic competitions.

#### Study activity

The Academy of Music of the University of Ljubljana has:

- TWO UNIVERSITY STUDY PROGRAMMES OF FIRST DEGREE: Musical Art and Music Pedagogy, within the Music Arts programme there are 26 courses.
- FOUR SECOND-DEGREE MASTER'S DEGREE PROGRAMMES: Musical Arts (26 (22 courses), Instrumental and Singing Pedagogy (22 courses), Music Theoretical Pedagogy (three courses), Music pedagogy.
- THIRD-LEVEL STUDY PROGRAMME HUMANITIES AND SOCIAL SCIENCES

The course of study is defined by a core subject, which is taught individually and includes three hours of weekly tuition - two hours of the core subject and one hour of tutorials. The compulsory professional subjects are usually group subjects and are the same or similar for all courses. The fields of study are: composition, orchestral conducting, choral conducting, singing, piano, organ, harpsichord, accordion, guitar, harp, violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, percussion, sacred music and recorder.

The Bachelor's degree programme in Music Pedagogy trains teachers of music and music teaching and solfeggio in pre-school programmes, primary and music schools and general gymnasiums. The second cycle Master's degree in Music Arts is a continuation of the first cycle Bachelor's degree in Music Arts and has the same characteristics in the delivery of individual tuition in the main subject.

The second-level Master's programme in Instrumental and Vocal Pedagogy has 22 courses. The first cycle of the Bachelor's degree programme in Musical Arts focuses on the field of pedagogical activity within the graduated course (main subject) at the first cycle, and trains students to become teachers.

instruments and singing at primary and secondary music education level. The programme maintains the characteristics of individual tuition in the main subject(s) of study.

The second cycle Master's degree programme in Music Theoretical Pedagogy is a continuation of the three first cycle courses of the Bachelor's degree in Musical Arts and guides the graduates of the three courses (composition, conducting and sacred music) into the teaching profession, more specifically, as future teachers. It provides training for the independent teaching of music-theoretical subjects in secondary and primary music education and at the secondary level of general education. The programme maintains the characteristics of individual tuition in the main subject(s) of study.

The second cycle Master's degree in Music Pedagogy prepares students for the independent practice of music education and choral singing at the primary and secondary levels of general education, as well as for programmes at the pre-primary and primary levels in music education.

### **Artistic activity**

Artistic activity is very much intertwined with academic activity and means the public presentation of artistic achievements and projects that students work on during their studies in various subjects (core subjects, chamber music, orchestras, choirs). The UL AG itself organises several concert series (Concert Subscription, Chamber Evenings, Solo Recitals, New Music and Early Music, International Concerts), and also a number of other concert and opera projects each year. There are more than 150 public art events organised or co-organised by the UL AG each year. Artistic cooperation with various other artistic institutions (Slovenian Philharmonic Orchestra, RTV Slovenia, Slovenian National Opera and Ballet Ljubljana and Maribor, Slovenian Armed Forces Orchestra, Police Orchestra, Slovenian Chamber Theatre, Ljubljana Music Matrix and others) is also very extensive, which enables numerous high-quality co-productions, and at the same time, it is a very important professional experience for the students of the UL AG. In recent years, the most notable achievements of the Academy of Music Symphony Orchestra have been the opera *Candide*. The solo instrumental and vocal achievements of the best students of the UL AG in opera performances and concert subscriptions of our professional artistic institutions are also notable. In 2021, the Covid-19 pandemic has made most of the concert activity impossible. We have, however, replaced a large part of the cancelled concerts from the Solo e da camera series in the summer term, in the new Solo e da camera Summer Festival series.

### **Research activity**

The Academy of Music of the University of Ljubljana, together with the Faculty of Social Sciences, the Faculty of Arts, the Faculty of Mathematics and Physics, the Faculty of Computer Science and Informatics and the Faculty of Theology, runs an interdisciplinary PhD programme in Humanities and Social Sciences.

The UL AG Research Group brings together scientists and researchers working on research problems in the fields of special music didactics, musicology, music theory, composition and performance practices. All of the identified research areas lead to the creation of new knowledge and artistic works that can be directly transferred into school practice, or enrich the general musical and cultural life at the national level, or represent national music pedagogical, musicological and musical-artistic contributions abroad. They also enable and promote opportunities for a wide range of interdisciplinary research links, the results of which enhance individual and general quality of life and contribute to national identity and competitiveness in the world. The research group is embedded in university undergraduate and postgraduate programmes in music. Members are involved in Slovenian international projects, programme groups and research networks, participate in international and national scientific conferences and symposia and in music performance projects. The Chair of Music History organises annual scientific symposia on prominent Slovene composers and performers, and these symposia result in the annual publication of the

thematic issues of the Music Pedagogy Proceedings, which contain the international scientific contributions of the annual symposium.

### **Leadership**

The Academy of Music of the University of Ljubljana is represented, managed and represented by the Dean, and in his absence by the Vice-Deans. On 25 May 2021, Prof. Marko Vatovec was elected Dean for a four-year term of office. Prof. Miha Rogina as Vice-Dean for Academic Affairs (22 September 2021), Prof. Simon Dvoršak as Vice-Dean for Artistic Activities (23 June 2021), Prof. Dušan Bavdek as Vice-Dean for International Activities (22 September 2022), and Prof. Dr Karolina Šantl Zupan as Vice-Dean for Scientific and Artistic Research Activities (22 December 2022) were confirmed for the same term of office.

### **Presentation of the main bodies**

In addition to the Dean and the Vice-Deans, the most important bodies are the Senate, the Administrative Board, the Student Council and the Academic Assembly. The Senate is the highest professional body of the UL AG and has 25 members since the adoption of the Rules of the UL AG.

In addition to the Dean, who chairs the Senate, the Vice-Dean for Academic Affairs, the Vice-Dean for Artistic Affairs, the Vice-Dean for International Affairs and the Vice-Dean for Scientific and Research Activities are also members, as well as two representatives of the Department of Composition and Music Theory, and one representative of the Department of Singing. The Senate is also attended by the Vice-Dean for Academic Affairs, the Vice-Dean for Artistic Affairs, the Vice-Dean for International Affairs, and the Vice-Dean for Scientific and Research Activities, three representatives of the Keyboard Department, three representatives of the Strings and Other Stringed Instruments Department, three representatives of the Wind, Brass and Percussion Department, two representatives of the Music Pedagogy Department, one representative of the Sacred Music Department, one representative of the Early Music Department and five student representatives.

### **The permanent working bodies of the Senate of the UL AG are:**

- Commission for Student Affairs,
- Commission for artistic activities,
- Commission for scientific research and doctoral studies,
- Quality Commission,
- Commission for the Recognition of Education,
- Commission on librarianship, printing and publishing,
- Habilitation Committee,
- The Diplomas Committee commends.

The Management Board is composed of 11 members. The Chairperson is prof. Jaka Pucihar.

The Academic Assembly is made up of higher education teachers, scientific and higher education staff, professional administrative and technical staff and student representatives. The Chairperson is Assoc. Prof. Dr Branka Rotar Pance.

The Student Council is a body of students of the UL AG, the president is student Klemen Kocijančič.

The Secretariat of the UL AG performs professional-administrative, legal, human resources, financial, technical tasks for all activities of the UL AG. It consists of the Secretariat, the Human Resources Department with the main office, the Student Affairs Office, the Financial and Accounting Department, the Events and Concerts Department, the IT Department, the International Cooperation Department, the Career Centre and the Technical Services. In organisational terms, the Registrar's Office also includes the

library.

### 3.12. STATISTICS (TO BE IMPLEMENTED IN 2022)

#### ⇒ NUMBER OF STUDENTS ENROLLED (BY STUDY PROGRAMME)

##### 1. Undergraduate study programmes 1. rates

Study programme:  
**MUSICAL ARTS (1000001)**

| Study year   | Number of students |
|--------------|--------------------|
| 2021/22      | 249                |
| 2022/23      | 244                |
| <b>Total</b> | <b>493</b>         |

Study programme:  
**MUSIC PEDAGOGY PEDAGOGICAL (1000000)**

| Study year   | Number of students |
|--------------|--------------------|
| 2021/22      | 51                 |
| 2022/23      | 49                 |
| <b>Total</b> | <b>100</b>         |

#### ⇒ NUMBER OF STUDENTS ENROLLED (BY STUDY PROGRAMME)

##### 2. Master's degree programmes 2. rates

Study programme:  
**MUSICAL ARTS (1000949)**

| Study year   | Number of students |
|--------------|--------------------|
| 2021/22      | 107                |
| 2022/23      | 111                |
| <b>Total</b> | <b>218</b>         |

Study programme:  
**MUSIC PEDAGOGY (1000950)**

| Study year   | Number of students |
|--------------|--------------------|
| 2021/22      | 24                 |
| 2022/23      | 22                 |
| <b>Total</b> | <b>46</b>          |

Study programme:  
**GLASBENO-THEORETICAL PEDAGOGY (1000952)**

| Study year   | Number of students |
|--------------|--------------------|
| 2021/22      | 4                  |
| 2022/23      | 1                  |
| <b>Total</b> | <b>5</b>           |

Study programme: **INSTRUMENTAL AND PERFORMANCE PEDAGOGY (1000951)**

| Study year   | Number of students |
|--------------|--------------------|
| 2021/22      | 34                 |
| 2022/23      | 30                 |
| <b>Total</b> | <b>64</b>          |

⇒ **NUMBER OF FOREIGN STUDENTS ENROLLED (BY STUDY PROGRAMME)**

**1. First cycle undergraduate degree programmes**

Study programme: **MUSICAL ARTS (1000001)**

| Study year   | Nationality            | Number of students |
|--------------|------------------------|--------------------|
| 2021/22      | BOSNIA AND HERZEGOVINA | 1                  |
|              | CROATIA                | 30                 |
|              | HUNGARY                | 1                  |
|              | NORTHERN MACEDONIA     | 4                  |
|              | REPUBLIC OF SERBIA     | 11                 |
|              | AUSTRIA                | 1                  |
|              | UKRAINE                | 4                  |
|              | SLOVENIA               | 192                |
|              | <b>Total</b>           | <b>244</b>         |
| 2022/23      | BOSNIA AND HERZEGOVINA | 1                  |
|              | CROATIA                | 30                 |
|              | HUNGARY                | 1                  |
|              | NORTHERN MACEDONIA     | 4                  |
|              | REPUBLIC OF SERBIA     | 11                 |
|              | AUSTRIA                | 1                  |
|              | UKRAINE                | 4                  |
|              | SLOVENIA               | 192                |
|              | <b>Total</b>           | <b>244</b>         |
| <b>Total</b> |                        | <b>493</b>         |

Study programme: **MUSIC PEDAGOGY (1000000)**

| Study year   | Nationality            | Number of students |
|--------------|------------------------|--------------------|
| 2021/22      | REPUBLIC OF SERBIA     | 1                  |
|              | SLOVENIA               | 48                 |
|              | <b>Total</b>           | <b>49</b>          |
| 2022/23      | BOSNIA AND HERZEGOVINA | 1                  |
|              | NORTHERN MACEDONIA     | 1                  |
|              | REPUBLIC OF SERBIA     | 1                  |
|              | SLOVENIA               | 48                 |
|              | <b>Total</b>           | <b>51</b>          |
| <b>Total</b> |                        | <b>100</b>         |

**2. Master's level 2 programmes**

Study programme: **MUSICAL ARTS (1000949)**

| Study year | Nationality        | Number of students |
|------------|--------------------|--------------------|
| 2022/23    | ITALY              | 1                  |
|            | CROATIA            | 1                  |
|            | CUBA               | 1                  |
|            | LATVIA             | 1                  |
|            | NORTHERN MACEDONIA | 1                  |
|            | REPUBLIC OF SERBIA | 1                  |
|            | SLOVENIA           | 24                 |
|            | <b>Total</b>       |                    |

Study programme: **MUSIC PEDAGOGY (1000950)**

| Study year   | Nationality            | Number of students |
|--------------|------------------------|--------------------|
| 2021/22      | REPUBLIC OF SERBIA     | 1                  |
|              | SLOVENIA               | 23                 |
|              | <b>Total</b>           | <b>24</b>          |
| 2022/23      | BOSNIA AND HERZEGOVINA | 1                  |
|              | SLOVENIA               | 21                 |
|              | <b>Total</b>           | <b>22</b>          |
| <b>Total</b> |                        | <b>46</b>          |

Study programme: **MUSIC-THEORY PEDAGOGY (1000952)**

| Study year   | Nationality  | Number of students |
|--------------|--------------|--------------------|
| 2021/22      | SLOVENIA     | 4                  |
|              | <b>Total</b> | <b>4</b>           |
| 2022/23      | SLOVENIA     | 1                  |
|              | <b>Total</b> | <b>1</b>           |
| <b>Total</b> |              | <b>5</b>           |

Study programme: **INSTRUMENTAL AND PERFORMANCE PEDAGOGY (1000951)**

| Study year   | Nationality            | Number of students |
|--------------|------------------------|--------------------|
| 2021/22      | BOSNIA AND HERZEGOVINA | 1                  |
|              | CROATIA                | 1                  |
|              | ITALY                  | 1                  |
|              | CUBA                   | 1                  |
|              | LATVIA                 | 1                  |
|              | HUNGARY                | 1                  |
|              | NORTHERN MACEDONIA     | 2                  |
|              | SLOVENIA               | 26                 |
|              | <b>Total</b>           | <b>34</b>          |
| 2022/23      | ITALY                  | 1                  |
|              | CROATIA                | 1                  |
|              | CUBA                   | 1                  |
|              | LATVIA                 | 1                  |
|              | NORTHERN MACEDONIA     | 1                  |
|              | REPUBLIC OF SERBIA     | 1                  |
|              | SLOVENIA               | 24                 |
| <b>Total</b> | <b>30</b>              |                    |
| <b>Total</b> |                        | <b>64</b>          |

⇒ **NUMBER OF GRADUATES (BY STUDY PROGRAMME)**

|   |  |    |
|---|--|----|
| <b>first stage</b><br><b>university studies</b> | MUSIC PEDAGOGY (1000000)                                   | 7  |
|   | MUSICAL ARTS (1000001)                                     | 58 |
| <b>second stage</b><br><b>Master's degree</b>   | MUSIC PEDAGOGY (1000950)                                   | 6  |
|   | MUSICAL ARTS (1000949)                                     | 38 |
|   | MUSIC THEORY PEDAGOGY (1000952)                            | 1  |
|   | INSTRUMENTAL AND VOCAL PEDAGOGY (1000951)                  | 16 |
| <b>third level</b><br><b>Doctoral studies</b>   | HUMANITIES AND SOCIAL SCIENCES INTERDISCIPLINARY (1000276) | 0  |
| <b>Advanced programme</b>                       | PAI ADVANCED TRAINING PROGRAMME                            | 31 |

## 4. REVIEW OF THE IMPLEMENTATION OF THE 2020 REPORT'S ACTION PROPOSALS

| Scope                       | Rate areas                  | Objectives from the previous reports  | Measures referred to in the previous reports  | Status of the action                   |
|-----------------------------|-----------------------------|---|---|--|
| <b>Educational activity</b> | <b>Educational activity</b> | Modernisation of the admissions and enrolment procedure.  | Examination of the possibility of introducing a waiting list and thus the validity of the PGUN until the end of the enrolment period for the current academic year for candidates who have passed the PGUN in the first semester but have not been admitted due to the limited number of places. Start of the process of negotiation with the UL and the MIT. | remains at the level of the proposal   |
|                             |                             | Adaptation of student surveys to the specifics of study at UL AG.   | Recording shortcomings and concretising proposals for change.   | remains at the level of the proposal   |
|                             |                             | Curricula fully translated into English.  | Continuing the gradual translation of the curricula for the undergraduate level into English (translation of the curricula for the main subject).   | partially implemented                  |
|                             |                             | Continuing to align the employment conditions in the music teaching profession for graduates of the UL AG compared to graduates from elsewhere. | Establishment of a working group, including stakeholders from the entire music education vertical in the Republic of Slovenia and legal experts, to develop and present concrete proposals to the Government of the Republic of Slovenia, which will be in line with the legislation.   | remains at the level of the proposal   |
|                             |                             | Launch of an application to control instrument inventory loans.   | Complete the test period and review, launch the application.  | implemented                            |
|                             |                             | In-depth cooperation with the Department of Musicology at UL FF.  | Overview of existing programmes and overlaps and opportunities for inter-institutional integration.   | included in the Panel's recommendation |



|  |   |  |  |
|--|---|--|--|
|  | Modernisation of undergraduate and postgraduate study programmes.               | Change the name of the course Piano A, B, C to Complementary Piano A, B, C.  | implemented                            |
|  | Call for applications for the Doctoral Programme in Art.                        | Continuation of the accreditation process for the third-level doctoral programme   | partially implemented                  |
|  |   | study programme Art at NACVIS.   |  |
|  | Modernising lifelong learning programmes.                                       | Implementation of the updates to the Preparatory and Advanced Training Programmes and evaluation of the latter in accordance with the Regulation on the Promotion of Education and Training Staff. | included in the Panel's recommendation |
|  | Upgrading promotion to foreign countries Students.                              | Publication of a new promotional brochure for Erasmus students.  | partially implemented                  |
|  | Caring for internationalisation study activities                                | Implementation of announced international student and teacher exchanges and seminars.  | implemented                            |
|  | Partnership in international projects.  | Participation in the Erasmus+ projects Medinea-On-Air and In Media Stat Virtus.  | implemented                            |
|  | Strengthening international mobility and structuring student mobility.          | Conducting internal calls and preparing applications for Erasmus+ and CEEPUS calls.  | implemented                            |
|  | Developing and strengthening cooperation in transnational learning communities. | Participation in the CEEPUS Network for Wind Instruments, preparation of the CEEPUS Network for Percussion Instruments.  | implemented                            |
|  | Continuing existing and developing new ways of cooperation within the UL.       | Based on a survey of existing offerings, develop new content in the field of music and culture within the UL (horizontal elective courses in music and music arts).                                | included in the Panel's recommendation |

|  |   |   |  |
|--|---|---|--|
|  | A systematic approach to regulating international visibility in the field of curricula and setting clearer criteria for publishing on the web things that are the copyright of the UL AG.   | Transfer of curricula to the closed part and preparation and publication online of only the course summaries for all UL AG programmes.  | included in Recommendation of the Senate |
|  | Review and possible changes to the compulsory components of the UL AG study programmes with a view to more appropriate evaluation   | Review of study programmes on the UL FF model in 2019/20 and preparation of registered changes to compulsory and optional study programmes  | included in the Panel's recommendation   |
|  | the workload expressed in ECTS and the perception of possible programme gaps.   | components of the UL AG study programmes and curricula.   |  |
|  | A more comprehensive systemic improvement of the UL AG to improve the quality of its academic, organisational and artistic activities, while at the same time permanently improving the external and international visibility of the UL AG. | The web designers, in agreement with those responsible, monitor and improve the website. The Management Board shall assign the administrators of the study programmes, the Head of the Commission for Scientific Research and Doctoral Studies (CSR D UL AG), who shall together with the Heads of Departments, prepare summaries of the curricula for translation into English and publication on the UL AG website. | partially implemented                    |
|  | Coordination of the timing of two placements in the same academic year on the GTP programme.  | Coordinate the timing of teaching placements at Member level and with individual lower and middle level schools in the field at academic year level.  | included in Recommendation of the Senate |
|  | Improving the material and financial conditions for work and, as a consequence, raising the quality of the UL AG.   | Closely monitor and address the issues of financial malnutrition and the obstacles and ongoing problems in the spatial planning of the Kazina site (including the planning and construction of an extension.  | partially implemented                    |

|  |  |  |                                      |
|--|--|--|--------------------------------------|
|  | Increase the number of international students from parts of Europe and the world other than the former Yugoslavia.   | Improving the promotion of UL AG abroad by improving the website and actively participating in international networks.   | remains at the level of the proposal |
|  | Elimination of the systemic anomaly and establishment of equal conditions in the recruitment process of graduates of the UL AG in comparison with graduates of Austrian regional conservatories in the Slovene GŠ. | Establishment of a working group, including stakeholders from the entire music education vertical in the Republic of Slovenia and legal experts, to develop and present concrete proposals to the Government of the Republic of Slovenia, which will be in line with the legislation.  | remains at the level of the proposal |
|  | Providing a quality offer to Erasmus international students.   | Finding a systemic solution to provide funding for accompanists and  | remains at the level of the proposal |
|  |  | higher education teachers teaching Erasmus students. Clarify the issues at UL, explaining that international exchanges have many facets.   |                                      |
|  | Modernisation of the admissions and enrolment procedure.   | Verification of the possibility of introducing a waiting list and thus the validity of the PGUN until the end of the enrolment period for the current academic year for candidates who have passed the PGUN in the first semester but have not been admitted due to the limitation of the enrolment places.<br><br>Start of the negotiation process with the UL and the MoEYS. | remains at the level of the proposal |
|  | To create opportunities for scholarships for international students.   | Finding new scholarship opportunities for international students.  | remains at the level of the proposal |
|  | Extend the move to electronic documents to piano tuning orders and reverse reversions for borrowing instruments from OJ AG.  | Introduce an online portal, along the lines of the gateways already implemented.   | partially implemented                |

|  |   |  |   |
|--|---|--|---|
|  | Achieving optimal quality of orchestral artistic projects at UL AG and professionalism.   | Completion of the Protocol on participation in orchestras, and notification of all students and teachers.  | partially implemented                                       |
|  | Availability of updated curricula on the UL AG website.   | Publication of updated curricula on the UL AG website  | partially implemented                                       |
|  | Increase the number of students who take the pre- and post-examination surveys for GP courses. Adapt the survey questions to the characteristics of the course. | Student outreach through student organisations, liaison with student survey designers and presentation of needs or areas of assessment relevant to the study of music pedagogy and music professional subjects.  | already partially included in the new Annual Work Programme |
|  | Developing a baseline for a more detailed analysis of students' input competences in individual subjects.   | A more detailed analysis of students' entry competences is carried out before enrolment or at the start of the course.   | remains at the level of the proposal                        |
|  | Clear procedures for dealing with students with disabilities.   | Development of a protocol for the treatment of students with disabilities at UL AG.  | partially implemented                                       |
|  | All curricula are available in Slovene and English  | Completion of missing English translations of individual curricula   | partially implemented                                       |
|  | Systematic organisation of students' work and time in large ensemble projects.  | Limit students' ensemble project commitments to a maximum of eight periods per week of up to 3 hours. A 30-minute break is compulsory in a 3-hour term (which may be divided into two shorter breaks). In the case of two terms on the same day, at least two free hours are to be allowed between the two terms (this does not apply in the case of an urgent short soundcheck before a concert). | implemented   |

|  |  |  |   |
|--|--|--|---|
|  | Professional and conscientious conduct of the Master's thesis defence by all members of the committee.                             | Develop clear guidelines and examples of good practice for the conduct of Master's thesis defences.<br>Organising teacher training on the relevant procedures and the role of the members of the Commission. | partially implemented                                       |
|  | Improving the competitiveness of UL AG graduates in auditions for positions at the most prestigious art institutions in Slovenia.  | Introduction of the course Orchestral Playing and preparation for orchestral auditions. Establishment of an orchestral academy (closer cooperation between UL AG and the Slovenian Philharmonic Orchestra).  | implemented   |
|  | To create ensembles at the UL AG, which will be purpose-built for conducting lessons.  | Discussions between the Head of the Department, senior lecturers and the management of the UL AG start.  | remains at the level of the proposal                        |
|  | Inclusion of Composition Techniques in the second cycle of the GTP.  | A more appropriate arrangement of the syllabus for sacred music in the GTP.  | partially implemented                                       |
|  | Finding appropriate solutions for ICT-based teleworking to support the proper management of students in their practice placements. | Start of discussions between Heads of Departments, senior lecturers and the UL AG management.  | already partially included in the new Annual Work Programme |
|  | Gradual increase in the number of teaching performances to 5 per academic year for IPP second cycle courses by 2023.               | Discussion with invited teachers of participating music schools on the possibilities of increasing teaching performances.  | included in the Panel's recommendation                      |
|  | Presentation of the IPP programme to third-year students of the GU first cycle programme.  | Annual presentation of the IPP programme (at the end of the 1. or at least at the beginning 2. semester).  | remains at the level of the proposal                        |
|  | Increasing the number of students when completing surveys.   | Promotion and invitation to students to fill in surveys.   | remains at the level of the proposal                        |
|  | Improving the survey evaluation of the student tutoring system.  | Establishing a unified governance and a clear presentation of student tutoring activities.   | partially implemented                                       |

|                                 |                          |   |   |  |
|---------------------------------|--------------------------|---|---|--|
|                                 |                          | Better familiarisation of students with foreign institutions                            | Establishing an overview and showcasing international partner institutions and networks.  | remains at the level of the proposal   |
|                                 |                          | Getting the results of student surveys earlier.   | Presentation of improvement needs to the Centre for Social Informatics.   | included in the Panel's recommendation   |
| <b>Research and development</b> | <b>Research activity</b> | ARRS - overview of the code lists and their completion                                  | Start of discussions with ARRS on the introduction of new codes and new research areas: interdisciplinary sciences, music and arts, possibility of hybrid umbrella areas. | remains at the level of the proposal   |
|                                 |                          | Call for applications for the Doctoral Programme in Art                                 | Continuation of the accreditation process of the third-level PhD programme in Art at NAKVIS.  | implemented  |
|                                 |                          | Building on the cooperation with the Department of Musicology of the UL Faculty of Arts | Scientific research networking.   | remains at the level of the proposal   |
|                                 |                          | Exploring the possibility of applying for new interdisciplinary projects                | Establishing contacts and initial concepts for interdisciplinary research within UL (active arts and research).   | implemented  |
|                                 |                          |   | Symposia and seminars   | Organisation and execution of the 2022 International Symposium; seminars on rhetoric and creative writing (science in connection with the artistic production of UL AG). |

|                                 |                          |  |   |   |
|---------------------------------|--------------------------|--|---|---|
|                                 |                          | Publishing and printing  | <p>Procedures for the inclusion of the Music Pedagogy Proceedings of the Academy of Music in important bibliographic databases.</p> <p>Entry of all published articles from the Music and Pedagogy Proceedings of the UL AG into the COBISS system.</p> <p>Publication of special thematic scientific monographs (Lucijan Marija Škerjanc).</p> <p>Publication of the facsimile of the first doctoral thesis at UL AG by Dr Breda Oblak (1987) entitled Creative Learning in Music Education at the Primary School Level.</p> | implemented                                       |
| <b>Research and development</b> | <b>Research activity</b> | Review and harmonisation of the Bibliographic Performance Indicators scorecard   | Alignment of the scoring system for election to a degree with the accepted interpretations for scientific habilitation at the UL AG.  | implemented                                       |
|                                 |                          | Expanding the research team by adding new members with relevant credentials, working to increase publications in highly-regarded journals. | Planned recruitment of new teachers working in the field of scientific research, ARRS initiative for a systemic possibility to include UL AG PhD students in the research team.   | implemented                                       |
| <b>Artistic activity</b>        | <b>Artistic activity</b> | Update of concert cycles   | Launch of new subscription cycles (vocal, alumni, etc.).  | already included in the new Annual work programme |
|                                 |                          | New concert venues cycles  | Production of concert events at new venues (Sugar Factory, Museum of Architecture, etc.);   | partially implemented                             |

|                          |                          |  |   |   |
|--------------------------|--------------------------|--|---|---|
|                          |                          |  | finding new concert venues outside the Ljubljana region in order to decentralise the UL AG concert events to the regions of Slovenia (cultural centres, music schools, other cultural centres). |   |
|                          |                          | Opening of the club with public music events at the Kazina Palace          | Preparation and planning of events at the Kazina Club.  | already partially included in the new Annual Work Programme |
|                          |                          | Digitisation and renewal of the organisation of concert activities         | Re-engineering of forms, registration forms, concert schedule into digital format.  | implemented   |
| <b>Artistic activity</b> | <b>Artistic activity</b> | Improving the efficiency of concert support services                       | Streamlining the processes and efficiency of the Concert Service.   | partially implemented                                       |
|                          |                          | Performing the opera project Agrippina                                     | Production of an opera project in collaboration with NTF.   | implemented   |
|                          |                          | Promotion of the UL AG relocation to Kazina Palace                         | Events to celebrate the opening of the Casino Palace - a week of events (open day, press conference, exhibitions, concerts, etc.).  | implemented   |
|                          |                          | Setting up an audio and video repository                                   | Transfer and editing of concert and other recordings from the RTV Slovenia archive; editing of a repository of audio and video recordings of all important public concerts and performances.    | already partially included in the new Annual Work Programme |
|                          |                          | Archiving of UL AG events  | High-quality audio and video recording of UL AG events and comprehensive archiving of recordings.   | partially implemented                                       |
|                          |                          | Participation in and management of international multilateral art projects | Erasmus+ projects Brass 'n Roll and AccMusLink 22.  | implemented   |
|                          |                          | Organisation of international bilateral artistic events                    | Conducting bilateral concerts with partner institutions (HAMU, Liszt Academy, KUG, MUZA, RUC, Zhejiang Conservatory, CSU).  | partially implemented                                       |



|                                      |                           |  |  |                       |
|--------------------------------------|---------------------------|--|--|-----------------------|
|                                      |                           | Participation in and organisation of international competitions  | Participation in international competitions in various disciplines (Complementary piano, wind and brass instruments...).   | partially implemented |
|                                      |                           | Profile of a graduate with a broad knowledge of the fields. Integrity of the profession.                         | Confront employees verbally with the issues and give a clear position of the UL AG.  |                       |
| <b>Artistic activity</b>             | <b>Artistic activity</b>  | Equal standing among peer institutions in Europe and worldwide.  | Encourage students and teachers to take initiatives for international cooperation. Introduce an online form where such incentives can be entered, recorded and made available. Entrepreneurial spirit of the UL AG management in obtaining international agreements. |                       |
|                                      |                           | Long-term planning projects  | Ensure that the Commission for Artistic Activities plans long-term projects and ensures a diversity of production and a balanced workload for teaching staff   |                       |
|                                      |                           | Linking events with partners from abroad and ticketing cooperation with academies in the Central European region | Erasmus cooperation with partners from abroad.   |                       |
| <b>Transfer and use of knowledge</b> | <b>Knowledge transfer</b> | Tutti concert series   | Cooperation with other musical and cultural institutions (SF, SNG Opera Maribor, SNG Opera Ljubljana, RTV SLO), coordination of concert programmes with soloists - students of the UL AG, preparation of the concert booklet.  | implemented           |
|                                      |                           | Performance of the concert cycle Solo e da camera  | Arrangements for concerts in various locations in Ljubljana, preparation of a concert booklet.   | implemented           |

|  |                                       |  |  |  |
|--|---------------------------------------|--|--|--|
|  |                                       | Conducting students' artistic practice with SF ensembles         | Signing of the agreement with SF, organisation of hospitations and artistic practice in agreement with the artistic directors. | partially implemented                  |
|  |                                       | Lectures by UL AG alumni working abroad                          | /  | partially implemented                  |
| <b>Creative conditions for work and study</b>    | <b>Library and career development</b> | Moving to Kazina Palace  | Preparation of the relocation Plan   | implemented                            |
|  |                                       | Developing the library system UL AG                              | Relocation of the library to the Kazina Palace, preparation of a plan for the new premises                                     | implemented                            |
|  |                                       | Developing a tutoring system                                     | Strengthening tutoring in music theory subjects  | partially implemented                  |
|  |                                       | Cooperation with employers                                       | Regular meetings with employers at the end of the academic year  | included in the Panel's recommendation |
| <b>Quality system management and development</b> | <b>Quality system</b>                 | Improve working conditions Staff                                 | Update of the DM systematisation   | partially implemented                  |
|  |                                       | Improving student surveys  | Student update surveys   | included in the Panel's recommendation |
|  |                                       | Regular meeting of the Quality Commission                        | Quarterly meeting of the Quality Commission  | implemented                            |
|  |                                       | Close liaison between management and the Quality Commission      | Management participation in meetings of the Quality Commission   | implemented                            |
|  |                                       | Preparing for international accreditation                        | Establishing contacts with MusiQue - the international accreditation agency of the AEC   | included in the Panel's recommendation |
|  |                                       | Improving administrative support                                 | Additional recruitment of assistants.  | implemented                            |
| <b>Business</b>                                  | <b>Governance and management</b>      | Monitoring implementation UL AG strategies                       | Regular (quarterly) meetings of the trustees of each strategic area  | partially implemented                  |
|  |                                       | Regular meetings of the extended College of Deans                | Monthly management meetings with Heads of Departments and Heads of Chairs  | partially implemented                  |
|  |                                       | Teacher training in the use of ICT tools in the learning process | Organising training in the use of ICT tools in the learning process  | partially implemented                  |
|  |                                       | Involvement in the APIS project                                  | Activities to implement the new system   | implemented                            |

|                 |                              |  |   |  |
|-----------------|------------------------------|--|---|--|
|                 |                              | Better control over consumption resources  | Producing quarterly financial reports and cost planning   | included in the Panel's recommendation |
|                 |                              | Call for tenders for the construction of an extension to the Kazina Palace                   | Preparation and launch of a call for architectural and urban design competition for the construction of an extension to the Kazina Palace | remains at the level of the proposal   |
|                 |                              | To connect different information programmes.   | Review the possibility of implementing simple and sufficiently low-cost solutions before acquiring APIS.                                  | implemented                            |
|                 |                              | Stricter requirements for all user accounts, regular review of user rights.                  | Password settings in accordance with the University's internal policies and good practices.   | partially implemented                  |
|                 |                              | Adoption of e-storage guidelines, introduction of a Records Management System or RMS.        | Preparation of the Rules of Procedure in cooperation with the UL.   | implemented                            |
|                 |                              | Analysis and control of income and expenditure.  | Preparation of quarterly accounting analysis reports.   | included in the Panel's recommendation |
|                 |                              | Reduction in the number of honoraria.  | Preparation of announcements of expected honoraria in June for the next academic year.  | partially implemented                  |
| <b>Business</b> | <b>Scope Human Resources</b> | Re-interpretation Habilitation criteria of the UL AG   | Preparation and adoption of a revised interpretation of the Habilitation Criteria of the UL AG  | partially implemented                  |
|                 |                              | Improving staffing professional staff structures   | New recruitments of professional staff; recruitments are defined in the CN  | implemented                            |
|                 |                              | Improving staffing VU structures   | New employment of PSUs, employment defined in the CN  | implemented                            |
|                 |                              | Establishing an overview of education and training on the website and updating it regularly. | Preparation of a staff development plan for teaching and professional administrative and technical staff.                                 | implemented                            |
| <b>Business</b> | <b>Information system</b>    | Contracting of an external contractor to provide IT system solutions for the Kazina Palace   | Participation in the development of IT system solutions for the Casino Palace   | implemented                            |

|                 |                                      |  |   |                                      |
|-----------------|--------------------------------------|--|---|--------------------------------------|
|                 |                                      | Providing IT support to UL AG staff  | Recruitment of an application supervisor  | remains at the level of the proposal |
|                 |                                      | Redesign of the UL AG website  | Call for tenders and redesign of the UL AG website in Slovenian and English   | partially implemented                |
|                 |                                      | Switching to APIS  | Integration in UL activities, data transfer and preparation for the transition to APIS                                  | implemented                          |
|                 |                                      | Higher service delivery.   | Supply and replacement of hardware.   | implemented                          |
|                 |                                      | Providing the same service at all locations.   | Optical fibre connection to Vegova / Gosposka.  | partially implemented                |
|                 |                                      | Higher service delivery.   | Replacement of the air conditioning unit in the system room.  | Discontinued                         |
| <b>Business</b> | <b>Communication with the public</b> | Strengthening the image, reputation and visibility of UL AG                              | Designing and applying creative and effective publicity and communication strategies                                    | partially implemented                |
|                 |                                      | Redesign of the integrated graphic UL AG   | Tendering and implementation of the integrated renovation of UL AG  | implemented                          |
|                 |                                      | Redesign of the UL AG website  | Call for tenders and redesign of the UL AG website  | partially implemented                |
|                 |                                      | Strengthening communication activities on social networks                                | Defining internal communication processes and how to carry out communication activities on social networks              | implemented                          |
|                 |                                      | Organisation of promotional activities   | Promotional activities to raise the profile of the UL AG (round tables, concert/event preludes, press conferences) ...) | implemented                          |
|                 |                                      | Promotion of artistic and scientific research achievements and events of UL AG within UL | Establishing a closer relationship with the UL PR department, setting up a regular communication system                 | implemented                          |

|                 |                                    |   |  |  |
|-----------------|------------------------------------|---|--|--|
|                 |                                    | Rector's Award for artistic achievement   | UL initiative to introduce a new award - the Rector's Award for Artistic Achievement   | remains at the level of the proposal   |
|                 |                                    | Increase presence in the national media space and in professional critical circles              | Strengthening relations with traditional media (print, radio and television) and new digital platforms   | partially implemented                  |
|                 |                                    | Club activities in the palace Casino  | Election of the Programme Council, preparation of the programme content, launch of the Club with regular music content open to the general public  | remains at the level of the proposal   |
|                 |                                    | Promotion of the Kazina Palace  | Presentation of the new building on social media; planning and preparation of the opening events (press conference, concerts, round tables, open day, exhibitions, other promotional activities). ...) | implemented                            |
|                 |                                    | Updating the look and feel of the UL AG website in Slovenian and English.                       | Agreeing with the web designer and gradually adding and updating content. Design of the new UL AG Summer School website.   | partially implemented                  |
| <b>Business</b> | <b>Handling of tangible assets</b> | Conduct of an urban planning and architectural competition for the construction of an extension | Obtaining funding for the competition, preparing the content of the competition  | included in the Panel's recommendation |
|                 |                                    | Moving to Kazina Palace   | Preparation of a relocation plan, distribution and loading of premises, preparation of new timetables, conclusion of a lease agreement for catering services in the club                               | implemented                            |
|                 |                                    | Letting of a club for catering purposes   | Establishing a price list for renting out premises, launching a call for tenders, selecting a tenderer   | implemented                            |

|                               |                               |  |  |   |
|-------------------------------|-------------------------------|--|--|---|
|                               |                               | Introduction of a web-based system for entering orders, repairs and tune-ups.  | Setting up a programme to enable the entry of orders for tuning instruments; employing a tuner to maintain the UL AG instrumentarium on a permanent basis or engaging an external tuner to tune and repair all pianos on a regular basis, at least once a month. | implemented                                       |
|                               |                               | Equip classrooms with camera-ICT equipment for modern distance learning teaching.  | Purchase of appropriate equipment.   | implemented                                       |
| <b>Development objectives</b> | <b>Development objectives</b> | Introducing improvements in study programmes, teaching systems (formats and quantity of NPOs) and international comparability (involvement in international associations and networks, | Defining institutions for analysis (in Slovenia and internationally), researching their good practices and preparing proposals for implementation.   | partially implemented                             |
|                               |                               | exchanges, international projects, touring, artistic research, work processes) until the end of 2022.  |  |   |
|                               |                               | Support for the academic community.  | Organisation Education   | partially implemented                             |
|                               |                               | Developing and strengthening cooperation in transnational inter-institutional learning communities, intensifying project networking with partners.                                     | Recruitment of a non-teaching assistant to manage the project office.  | already included in the new Annual work programme |
|                               |                               | Strengthening competences Students.  | Preparation and launch of the Orchestral Academy in cooperation with the Slovenian Philharmonic Orchestra.   | remains at the level of the proposal              |
|                               |                               | Organisation of a concert season in cooperation with other music and cultural institutions in the Republic of Slovenia.  | Preparation of the orchestral cycle Tutti.   | partially implemented                             |

## 5. LEGAL AND OTHER BASES GOVERNING THE UNIVERSITY

- Constitution of the Republic of Slovenia (Official Gazette of the Republic of Slovenia, No. 33I/1991-I, 42/1997, 66/2000, 24/2003, 69/2004, 68/2006, 47/2013, 47/2013, 75/16);
- Act on Higher Education (Official Gazette of the Republic of Slovenia, No. 32/12 - official consolidated text, 40/11 - ZUPJS- A, 40/12 - ZUJF, 57/12 - ZPCP-2D, 109/12, 85/14, 75/2016, 61/17 - ZUPS and 65/17);
- Regulation on public funding of higher education institutions and other institutions (Official Gazette of the RS, No 7/11, 34/11  
US Decree 64/12, 12/13, 38/16 and 35/17);
- Resolution on the National Programme of Higher Education of the Republic of Slovenia 2011-2020 (Official Gazette of the Republic of Slovenia, No 41/2011);
- Statute of the University of Ljubljana (Official Gazette of the Republic of Slovenia, No 4/17, 56/17);
- Decree on the Transformation of the University of Ljubljana (Official Gazette of the Republic of Slovenia, 28/2000, 33/2003, 79/2004, 36/2006, 18/2009, 83/2010);
- The Research and Development Act (Official Gazette of the RS, No. 69/2002, 115/2005, 22/2006-UPB1, 61/2006-ZDru-1, 112/2007, 9/2011, 57/2012-ZPOP-1A) and other regulations in the field of research and development and development activities
- Resolution on the Research and Innovation Strategy of Slovenia 2011-2020 (Official Gazette of the Republic of Slovenia, No 43/2011).

University of Ljubljana departments shall also apply all other laws and regulations of the respective areas such as human resources, finance, veterinary, culture, etc.

The University of Ljubljana publishes all regulations governing the University of Ljubljana as a whole on its website:

[http://www.uni-lj.si/about\\_university\\_in\\_politania/organisation\\_rules\\_and\\_procedures/regulations\\_statutes\\_ul\\_and\\_rules/](http://www.uni-lj.si/about_university_in_politania/organisation_rules_and_procedures/regulations_statutes_ul_and_rules/).

## 6. MEMBERS/DEPARTMENTS/DEPARTMENTS

A department is an organisational unit of the pedagogical process carried out by the UL AG. The departments in which the Academy carries out its educational activities are:

COMPOSITION AND THEORY OF MUSIC | prof. dr. Andrej Misson, Head of Department  
SINGING | prof. Matjaž Robavs, Head of Department  
DIRECTION | Assoc. prof. Sebastjan Vrhovnik, Head  
INSTRUMENTS WITH TIPPLETS | prof. Vladimir Mlinarić, Head  
STRINGS AND INSTRUMENTS WITH STRINGS | prof. Tomaž Rajterič, chair  
PIANOS, TROBILLS AND TOWERS | prof. Simon Klavžar, chair  
MUSIC PEDAGOGY | doc. dr. Katarina Zadnik, chair  
SACRAL MUSIC | prof. dr. Mario Perestegi, chair  
OLD MUSIC | prof. Egon Mihajlović, chairman

The Chair is the organisational unit for carrying out activities in the field of study. It brings together higher education teachers and associates who are habilitated in the fields of a particular chair, are employed at UL AG and carry out courses related to the content of the study programme in order to provide and develop them in a coordinated manner.

The UL AG Chairs are:

- CHAMBER PLAY DEPARTMENT | prof. Borut Zagoranski, Head
- DEPARTMENT OF MUSIC-THEORETICS | prof. Urška Pompe, Head
- DEPARTMENT OF THE HISTORY OF MUSIC | prof. dr. Darja Koter, Head
- DEPARTMENT OF JAZZ | doc. Matej Hotko, Head
- DEPARTMENT OF CLASS A, B, C | strok. svet. Aleš Vesel, Head
- DEPARTMENT OF CORRECTION | strok. svet. Ivan Jose Vombergar, Head
- DEPARTMENT OF MUSIC AND PEDAGOGY | Assoc. prof. Žiga Brank, Head
- DEPARTMENT OF CONTEMPORARY MUSIC | Assoc. prof. Luka Juhart, Head
- DEPARTMENT OF TROUBLES | prof. Dušan Kranjc, Head



## 7. REPORT OF THE STUDENT COUNCIL PRESIDENCY UNIVERSITY OF LJUBLJANA

Student representatives cooperate with the UL AG management through the UL AG Student Council, as well as in all other bodies and committees as dictated by the UL AG rules and statutes (the UL AG Management Board, Senate, Quality Commission, Student Affairs Commission, Press, Publishing and Library Commission, Kazina Club Programme Council and the Academic Assembly). The UL AG Student Council President and Vice President also attend the meetings of the Dean's College and the regular meetings of the UL AG Student Council, where they participate with representatives of other UL AG members in various working groups.

In the academic year 2021/2022, the activity of the UL AG SB was reduced due to the consequences of the coronavirus epidemic, but better than in the previous academic year. The UL AG SB successfully organised a charity concert "Jazz for you, you for me" in the atrium of the old UL AG site in the Old Square. The "A3" event was also planned.

- The Night of the Three Academies, but due to the workload of the ŠS of all three art academies with their own events and poor coordination, it did not take place. The Student Council consisted of six members. As of the new academic year 2022/2023, the number of members has dropped to five, which is due to the lack of interest of students in participating in the UL AG Student Council, probably as a result of poor awareness of its functioning and function. In the current year, they would like to be more active, to establish a stronger contact with students and to encourage committed students to join the Student Council.

The Student Council contacts are available on the UL AG website. At the beginning of the academic year 2022/2023, the President of the Student Council of the UL AG addressed the graduating and current students at the Dean's Commencement Address, which took place in the Julio Bettett Hall in the new premises of the Academy of Music. He presented the past activities of the UL AG Student Union and general information; what the Student Union is and how it works and invited them to participate.

The Student Council is available to students via email (Gmail and official UL mail) and on Facebook and Instagram. Through these social networks, the Student Council informs students about events (concerts, seminars, calls for applications) and raises awareness of student services, while also soliciting feedback from students (conducting surveys, collecting suggestions). Representatives of the Student Council also fulfil their duty as members of the committees at the probationary lectures of musicians and professors who wish to be habilitated to a higher degree.

In the academic year 2021/2022, the Student Council purchased and installed mirrors at the Vegova-Gosposka site, organised a charity concert "Jazz for you, you for me", financed the registration fee for students at the seminar.

"Becoming a virtuoso in instrument teaching", co-financed the fee of the accompanist Kayoko Ikeda at the seminar, in cooperation with Prof. Dvoršak and Prof. Rogina made a presentation video of the UL AG for the information days, conducted a survey on the room reservation system in order to improve it, co-financed the lectures of Dr. At the same time, he held meetings with the management regarding the improvement of the room reservation system and other current issues.

The SB body is the link between the students and the management, so it is crucial to build trust in the relationship between the students and the SB representatives. Through its activities, it helps to strengthen the quality of the UL AG and to improve the satisfaction of its members. It would be important to strengthen the cooperation with the UL Career Centres and the UL AG tutors. The SB could organise a presentation event of these two services for students, which ensure the success of each individual during his/her studies and facilitate and facilitate the right choice of a job afterwards. The main task of the Student Representatives is to help students, to represent their voice and to make them

feel comfortable at UL AG. In the future, the Student Union will strive to increase the spirit of collegiality among students and thus their belonging to the institution.

**8. STATEMENT ON THE ASSESSMENT OF INTERNAL  
CONTROL OVER PUBLIC FINANCES**

**9. STATEMENT ON THE ASSESSMENT OF INTERNAL  
CONTROL OVER PUBLIC FINANCES**

STATEMENT ON THE ASSESSMENT OF THE NQTURING CONTROL OF PUBLIC FINANCES

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I base my pudding assessment on:

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samoocenitev vodij organizacijskin enot za pod

Vse poslovne funkcije

izobavitev (Računsko sodišča RS, proračunske inšpekcije, Urada RS za nadzor proračuna, nadzornih organov EU....) za področja

V/ At UL AG, vZpss4avli-^ i-/

1. the control environment

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2. bmgens management

2.1. the objectives are realistic and credible, i.e. indicators are obtained to measure the achievement of the objectives

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2.2. tveganja, da se cilji ne bodo uresničili, so opredeljena in ovrednotena, določen je način ravnanja z njimi

(predstojnik izbere eno od naslednjih možnosti):

- a) na celotnem poslovanju,
- b) na pretežnem delu poslovanja,
- c) na posameznih področjih poslovanja,
- d) še niso opredeljeni, pričeli smo s prvimi aktivnostmi,
- e) še niso opredeljeni, v naslednjem letu bomo pričeli z ustreznimi aktivnostmi

3. na obvladovanju tveganj temelječ sistem notranjega kontroliranja in kontrolne aktivnosti, ki zmanjšujejo tveganja na sprejemljivo raven

(predstojnik izbere eno od naslednjih možnosti):

- a) na celotnem poslovanju,
- b) na pretežnem delu poslovanja,
- c) na posameznih področjih poslovanja,
- d) še niso opredeljeni, pričeli smo s prvimi aktivnostmi,
- e) še niso opredeljeni, v naslednjem letu bomo pričeli z ustreznimi aktivnostmi

4. ustrezen sistem informiranja in komuniciranja

(predstojnik izbere eno od naslednjih možnosti):

- a) na celotnem poslovanju,
- b) na pretežnem delu poslovanja,
- c) na posameznih področjih poslovanja,
- d) še niso opredeljeni, pričeli smo s prvimi aktivnostmi,
- e) še niso opredeljeni, v naslednjem letu bomo pričeli z ustreznimi aktivnostmi

5. ustrezen sistem nadziranja, ki vključuje tudi primerno (lastno, skupno, pogodbeno) notranje revizijsko službo

(predstojnik izbere eno od naslednjih možnosti):

- a) na celotnem poslovanju,
- b) na pretežnem delu poslovanja,
- c) na posameznih področjih poslovanja,
- d) še niso opredeljeni, pričeli smo s prvimi aktivnostmi,
- e) še niso opredeljeni, v naslednjem letu bomo pričeli z ustreznimi aktivnostmi

6. notranje revidiranje zagotavljam v skladu s Pravilnikom o usmeritvah za usklajeno delovanje sistema notranjega nadzora javnih financ

(predstojnik izbere eno od naslednjih možnosti):

a) z lastno notranjerevizijsko službo,

b) s skupno notranjerevizijsko službo,

Naziv in sedež skupne notranjerevizijske službe: UNIVERZA V LJUBLJANI, Univerzitetna služba za notranjo revizijo, Kongresni trg 12, 1000 Ljubljana

Navedite matično številko skupne notranjerevizijske službe: 5085063000

c) z zunanjim izvajalcem notranjega revidiranja,

d) nisem zagotovil notranjega revidiranja.

V letu 2022 sem na področju notranjega nadzora izvedel naslednje pomembne izboljšave (navedite: 1, 2 oziroma 3 pomembne izboljšave):

- prehod na APIS SAP
- nov sistem evidentiranja prisotnosti ŠPICA
- izboljšave pri izdelavi avtorskih pogodb in pogodb v VIES
- vzpostavitev programa za evidentiranje zasedenosti prostorov na UL AG
- priprava programa za vodenje evidenc izposoje inštrumentov in druge opreme študentom AG
- digitalni popis osnovnih sredstev.

Kljub izvedenim izboljšavam ugotavljam, da obstajajo naslednja pomembna tveganja, ki jih še ne obvladujem v zadostni meri (navedite: 1, 2 oziroma 3 pomembnejša tveganja in predvidene ukrepe za njihovo obvladovanje):

- javna in evidenčna naročila
- digitalni program za vodenje evidenc izposoje inštrumentov in druge opreme študentom AG
- zaradi prenosa nove opreme in inštrumentov z zamikom bo potrebno izvesti izredni popis opreme in inštrumentov
- zaradi pozne migracije podatkov iz IRC v SAP bodo potrebne uskladitve in povezave podatkov v 2023
- vzpostaviti register knjižnega gradiva.

Predstojnik oziroma poslovodni organ proračunskega uporabnika:

Marko Valovec

Datum podpisa predstojnika:

27.02.2023

# SELF-EVALUATION OF STUDY PROGRAMMES

## MUSICAL ARTS (1000001)

### 1. General information SP

Information about the study programme administrator(s)

Simon Klavžar, Assoc. prof.

Name of the study programme

Musical art

Study programme level

first stage

Type of study programme

University

Study delivery method

full-time, part-time

Additional description

University higher education (first Bologna degree)/university higher education education (first Bologna degree)

Name of the Member(s) involved in the implementation of the study programme

Academy of Music UL

Study year

2021/2022

## **2. The main objectives of the SP and the competences expected of graduates**

### **Fundamental objectives**

The programme aims to train graduates to work in the field of music. Depending on the field of study, graduates may work as performing artists (instrumental soloists, chamber musicians, orchestral musicians, vocal soloists, choral singers, sacred musicians, conductors) or as creative artists - composers.

### **General competences of the graduate**

- Ability to gather, analyse and synthesise information
- Ability to develop new ideas and arguments critically (creativity)
- Ability to self-motivate and self-lead
- Ability to plan and work independently
- Ability to listen dynamically (two-way flow of information)
- The ability to think creatively
- Ability to apply knowledge in practice
- Ability to use imagination and intuition effectively
- Ability to think flexibly in different circumstances
- Ability to understand emotionally
- Ability to express thoughts and feelings
- The capacity for fine sensitivity in the distinction between emotional and rational intelligence
- Self-awareness and self-determination
- Ability to understand individual values and value systems
- The capacity for critical self-awareness
- Ability to use critical communication skills constructively
- Ability to respond to social, artistic or ethical issues related to their work
- Ability to self-criticise, critique, communicate and communicate as a team
- Ability to analyse rationally and emotionally
- Ability to synthesise and form comprehensive judgements
- Ability to communicate orally and in writing
- Ability to express yourself
- Organisational skills for working in teams and managing teamwork
- Ability to recognise social processes and lead group work
- Ability to work in an international environment
- Ability to research

### **Subject-specific competences**

#### **1. Composition and music theory:**

- Ability to express oneself in depth as an artist in the field of music
- Ability to articulate musical imagination, emotion and intuition in depth
- In-depth knowledge of repertoire from different stylistic and historical periods
- Mastery of artistic creation in the field of composition and music theory through a comprehensive and in-depth mastery of technical and expressive means
- A deeper understanding of cause-and-effect processes in composition and music Theories
- In-depth knowledge and independent application of the processes of studying different works of art from the perspective of aesthetics, style, compositional technique and music theory
- Knowledge of the specific requirements of preparing and organising artistic performances
- Knowledge and orientation in Slovenian and world music history and literature



- Ability to understand and analyse music theoretically and in depth musical content and forms
- Ability to critically evaluate musical and artistic expression
- Ability to aurally recognise and remember musical creations
- Ability to communicate intellectually in writing and orally about the art of music

**2. Directions orchestral and choral conducting, singing, piano, organ, accordion, harpsichord, guitar, harp, violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, recorder, sacred music:**

- Ability to express oneself in depth in the musical field of one's specialisation
- Ability to articulate the musical imagination in depth
- Ability to understand musical content and forms
- Mastery of artistic interpretation in the field of their specialisation, with a comprehensive mastery of technical and expressive means
- Understanding of cause and effect processes in the field of engineering of your discipline
- Knowledge and application of stylistic interpretation of all periods from the Middle Ages onwards
- In-depth knowledge and independent application of the processes of studying different works of art
- Knowledge and application of artistic performance preparation
- Orientation in Slovenian and world music history and literature
- Valuing musical and artistic expression
- The ability to communicate your musical knowledge to professional and lay audiences.

**Core objectives of the study programme and expected competences of graduates - Changes**

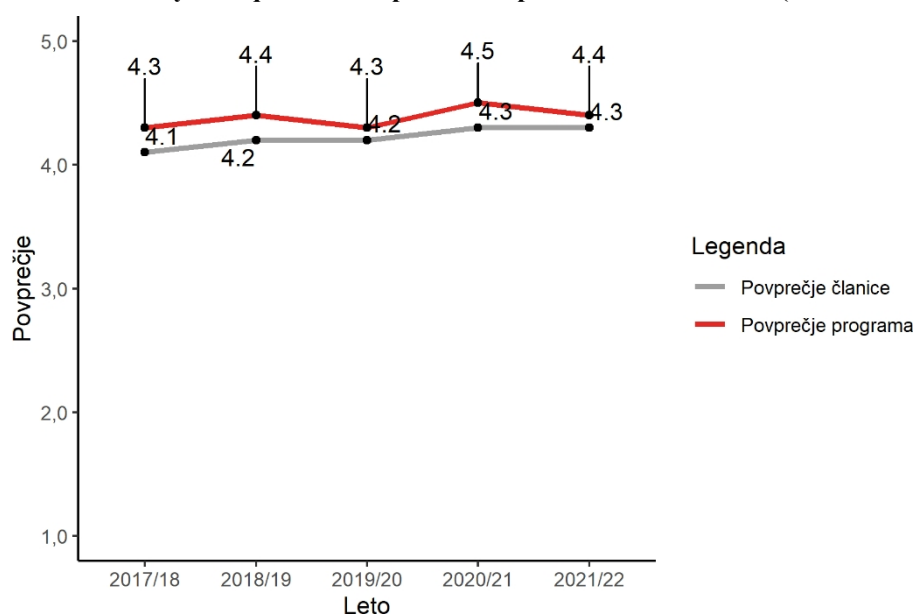
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**The main objectives of the study programme and the expected competences of graduates - Monitoring the achievement of objectives and competences**

The achievement of the objectives and competences at the level of the SP is determined annually by the results of student surveys and by the monitoring of the study process in the form of colloquia, examinations and auditions within departments and chairs. All students are encouraged to perform publicly in concert series organised by the UL AG, as well as in performances organised by departments and chairs and individual professors. With the relaxation of the pandemic measures, the number of public performance opportunities has increased in the academic year 2021/22, allowing for even more up-to-date monitoring of the achievement of the objectives and competences. We also evaluate the same by tracking the success of our students' transition to further studies in other academies and further training through the Erasmus and Ceepus exchange programmes. Finally, we also draw conclusions about the objectives and competences acquired on the basis of the employability of our graduates at home and abroad.

## The main objectives of the study programme and the expected competences of graduates - Assessment of the achievement of objectives and competences

To what extent have you acquired the expected competences in the course? (Post-exam survey)



The first degree programme in Music Art at UL AG is comparable in terms of content and quality to a large extent with similar institutions around the world. Compared to many academies abroad, there is a slightly greater emphasis on music theory subjects and students focus intensively on these subjects. The programme prepares graduates in an exemplary way for most of the relevant professions in the field. Students generally acquire the expected competences on completion of the programme. They are mostly employed by Slovenian employers, but there is also good employability in an international environment. The quality of the final theses is mostly high. Finally, as we are well equipped and operate in good quality premises, the level of new student enrolments is expected to gradually increase and the selection in the entrance examinations to be more selective, which will further enhance the quality of the programme.

In the academic year 2021/22, several high-quality student projects (including international ones) were carried out at UL AG. As we were still working in the old infrastructure, it was often difficult to work on projects, but with the move to the new premises in October 2022, it is definitely much easier to carry out activities. Nevertheless, the quality of the projects carried out last year was impressive. The student evaluation indicates that students consider that they have acquired the expected competences at the end of their education.

### Opportunities for improvement

No action is foreseen in this area.

### **3. Relevance of the content of the SP and its learning units**

#### **Relevance of the content - Development of the discipline or field**

As the field evolves, we try to gradually introduce, reform or update the curriculum, and above all to offer students a wide range of elective courses so that they can develop appropriately, depending on the specifics of their professional field. Today's musical activity requires the widest possible musical knowledge and we strive to enable UL AG students to develop in the desired direction. We would like to highlight the courses in the field of improvised and jazz music, the studio for new music, the courses in the field of performance psychology and others, which enrich the knowledge and abilities of students. They are also given training in arranging and in the use of music computer programmes. The main teachers are involved in the Slovenian and international music scene and, through their activities in the music world, introduce new knowledge and development guidelines into the curriculum and organise appropriate additional activities in the form of seminars, concert projects and the like.

#### **Relevance of content - Needs of graduates and work organisations**

The teachers at UL AG are intensively involved in artistic events in Slovenia and abroad and usually have a good overview of the state of music education in Slovenia and the employability of students. To a certain extent, tutors are able to adapt the content of teaching units to the needs of graduates in their future professions, in which they have a good insight. As many students are already working with professional ensembles at this stage of their studies and occasionally teach, we are able to provide them with assistance or help in working in these niches, thus giving students an early insight into the professional music world and its demands. Certainly, trends in the profession dictate an increasingly targeted education of musicians with a lot of specific work for each chosen professional activity, but at the same time graduates are also expected to have a broad theoretical and practical musical outlook and flexibility. In order to ensure that the content adequately reflects the development of the profession, new elective courses are introduced where necessary, established courses are restructured and, above all, the study process is updated and enriched in individual courses in accordance with the guidelines for the development of the particular profession.

#### **Opportunities for improvement**

- It is proposed to introduce an elective (or compulsory for pianists) course "Interpretive Analysis of a Musical Work".
- The Solfeggio D group is proposed for students with insufficient knowledge - it lasts three years and corresponds to two years.

### **4. Strengths and weaknesses of the SP according to the results of student surveys and comparable mechanisms**

#### **Strengths and weaknesses of the SP - Description**

Student surveys show that students are satisfied with the content, knowledge and criteria of the individual teaching units, and that they have a wide range of elective courses and a variety of performance opportunities within the UL AG. The provision of information on UL AG calls for applications or auditions and assistance with exchange opportunities and projects abroad is exemplary.

Certainly, in the last academic year, the main drawback was the lack of space and poor equipment and the problems that this entailed. With the move to the new building, these problems have been eliminated, but the reservation system is still in its infancy, which can severely curtail students' daily practice time. There is certainly still some work to be done in this area, but the system is in a constant search for the optimum. Discussion with student representatives also indicated occasional dissatisfaction with the teachers who cover for absentees.

## Opportunities for improvement

- Allowing the use of classrooms and tutorials despite a reservation, if the classroom is not occupied.
- When booking practice and classrooms, information about the piano in the room.

## 5.a STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring the student population at ŠP level

### Student population monitoring - Call for applications, enrolment

|               |        | Število vpisanih študentov v letnik po letih in načinu študija |         |         |         |         |
|---------------|--------|--|---------|---------|---------|---------|
|               |        | 2017/18  | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| Način študija | Letnik |  |         |         |         |         |
| IZREDNI       | 01     | 3  | 3       | 4       | 6       | 5       |
|               | 02     | 4  | 1       | 4       | 5       | 8       |
|               | 03     | 5  | 2       | 2       | 4       | 4       |
|               | 0A     | 4  | 1       | 1       | 1       | 1       |
|               | Vsota  | 16   | 7       | 11      | 16      | 18      |
| REDNI         | 01     | 68   | 74      | 74      | 66      | 75      |
|               | 02     | 65   | 60      | 66      | 71      | 63      |
|               | 03     | 58   | 61      | 55      | 66      | 68      |
|               | 0A     | 7  | 17      | 18      | 17      | 24      |
|               | Vsota  | 198  | 212     | 213     | 220     | 230     |

The following places are available for the academic year 2022/23:

- Slovenians and the EU - 60 ordinary and 15 extraordinary
- Foreigners - 8 full-time and 5 part-time
- Parallel studies and graduates - 3 full-time and 10 part-time
- Slovenians without Slovenian citizenship - 1 regular and 1 extraordinary
- Enrolment according to the gateway criteria - 2 full-time and 5 part-time

78 students enrolled in the first year, 69 in the second year and 66 in the third year.

Fewer students enrolled in the 2022/23 academic year than the number of places offered, mainly due to the higher number of part-time places offered. Otherwise, there are no significant deviations in the call for applications and enrolments from previous years.

### Monitoring the student population - Transiency

| Prehodnost iz 1. v 2. letnik po letih |         |         |         |          |         |
|---------------------------------------|---------|---------|---------|----------|---------|
| 2017/18                               | 2018/19 | 2019/20 | 2020/21 | 2021/22* | 2021/22 |
| 83,1 %                                | 84,5 %  | 88,3 %  | 97,4 %  | 98,6 %   | 87,5 %  |

\*Izračun prehodnosti ne omogoča primerljivosti s preteklimi leti. V stolpcu desno se nahaja nov izračun za leto 2021/22, ki je primerljiv s preteklimi leti, metodologija pa je glede na pretekla leta dopolnjena. Opis posodobljene metodologije najdete v zavihku »Pogosto zastavljena vprašanja.«

The pass rate from 1st to 2nd year in 2022/23 was 83.33%, a figure similar to that of the academic years before the epidemic. The pass rates in the academic years 2020/21 and 2021/22 were extremely high, which may be attributable to the absence of extra-curricular commitments and concert life. The current pass rate is therefore good despite the drop.

## Monitoring the student population - Completion of studies

| Število diplomantov po letih |      |      |      |      |
|------------------------------|------|------|------|------|
| 2017                         | 2018 | 2019 | 2020 | 2021 |
| 60                           | 52   | 57   | 50   | 50   |

The number of students completing a first cycle programme at GU in 2021/22 is 65, which is significantly higher than in the previous year (50) and by far the highest number in recent years. This is probably due to the fact that after the pandemic, live classes were again possible, access to rehearsal rooms and instruments was again made available, and live final concerts were possible, making the decision to graduate an easier one.

### Assessment or evaluation

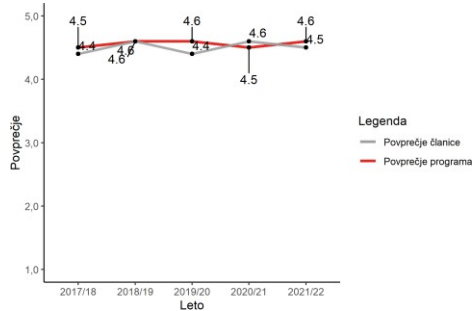
In 2022, a high number of students graduated and enrolment is satisfactory or relatively high compared to previous years. The pass rate is satisfactory and 86.78% of students sat the exam once in the previous academic year.

### Opportunities for improvement

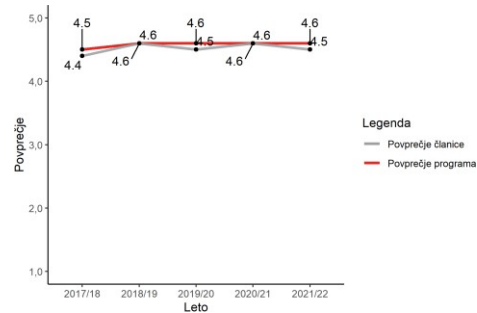
No action is foreseen in this area.

## 5.b STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring and quality assurance of the teaching process

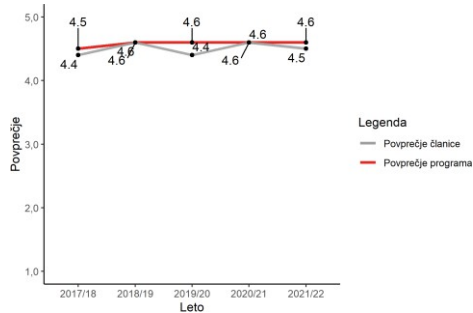
**Agreement with the claim: Overall, I agree with the  
Satisfied with the subject (Pre-exam survey)**



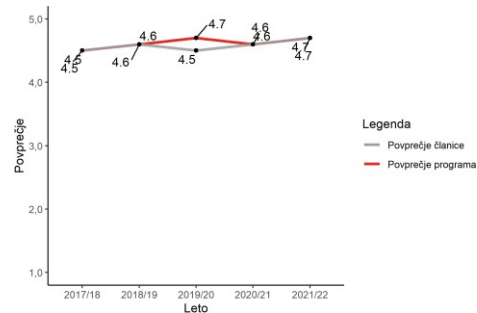
**Agree with statement: Different ways of working  
in  
the delivery of the course (lectures, tutorials,  
seminars, etc.) are coordinated with each other.  
(Pre-exam survey)**



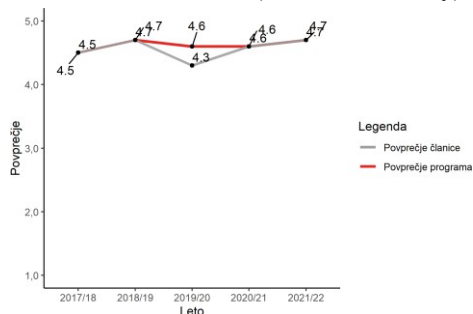
**Agreement with the statement: The study  
literature and resources (articles, electronic  
resources, case studies, etc.) cover the course  
content well (Pre-exam survey).**



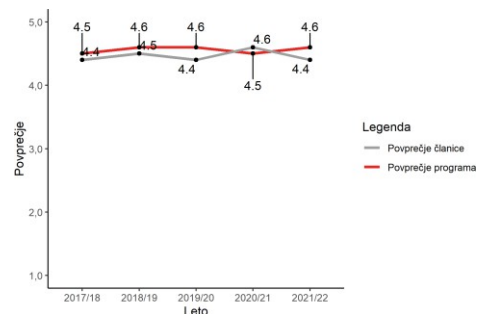
**Agreement with the statement: I am informed  
about my course commitments in a timely  
manner (Pre-exam survey)**



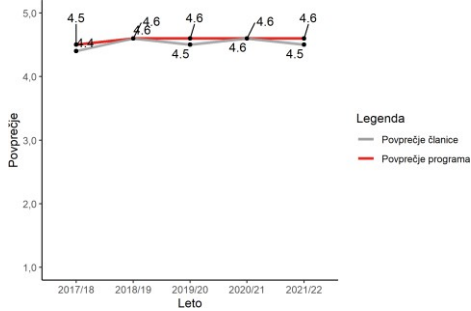
**Agreement with the statement: I find that ongoing  
assessment of knowledge in the course (in  
whatever form: colloquium, test, homework,  
projects, seminars, etc.) is appropriate to the  
nature of the course (Pre-exam survey).**



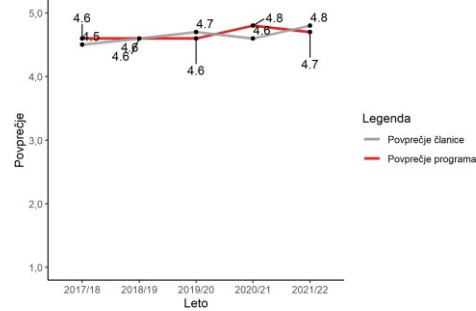
**Agree with the statement: All the necessary  
information related to the subject is published  
online. (Pre-exam survey)**



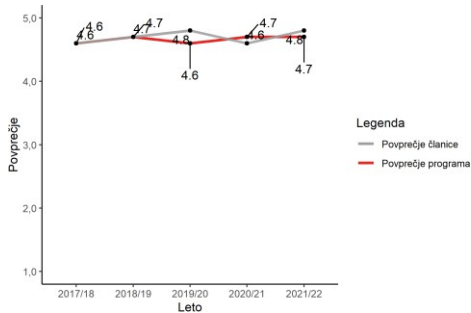
**Agree with the statement: Implementation of the subject encourages me to learn independently thinking. (Survey BEFORE the exam)**



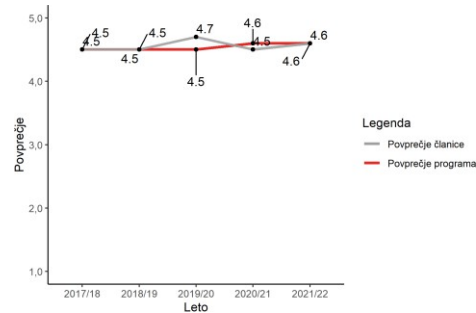
**Agreement with the statement: The tasks were appropriately course content represented (in lectures, independent study, etc.) (Survey AFTER the exam)**



**Agree with the statement: The assessment and verification criteria were respected (Post-exam survey).**



**Agree with the statement: The tasks were unambiguous and clear. (Post-exam survey)**



The quality of the teaching process is monitored through student surveys and annual interviews between the heads of department and the dean, and the quality of specific courses is also monitored in the integration courses of chamber music, new music studio, orchestra and others. Quality is also monitored, of course, in colloquia and annual examinations, as well as in the context of additional projects organised by the UL AG. Inadequate operating conditions certainly had a major impact on quality in the last academic year. We have now solved a lot of material problems and we are working in really excellent conditions, which is a necessary step towards better quality education in the study programme. The results of the surveys show to a greater extent the satisfaction of students with the quality of the teaching process.

**Monitoring and quality assurance of the teaching process - Inter-subject integration** The way of working in the study programme allows for a significant amount of inter-subject integration in itself. Composers, conductors and instrumentalists collaborate on projects in orchestra, chamber music, new music studio and other subjects. The integration of theoretical and practical subjects is certainly based more on the self-initiative of tutors and students, or does not currently envisage a more tangible collaboration, although the knowledge of theoretical and practical music subjects is inevitably intertwined, and this fact seems to be increasingly permeating the consciousness of young musicians as well. In every way, the committed mentors also concretely incorporate knowledge of other subjects into their lectures, building on knowledge acquired elsewhere. There is an increasing number of collaborations outside UL AG between students of different disciplines.

**Monitoring and quality assurance of the teaching process - Adapting teaching, learning and assessment methods to the expected competences**

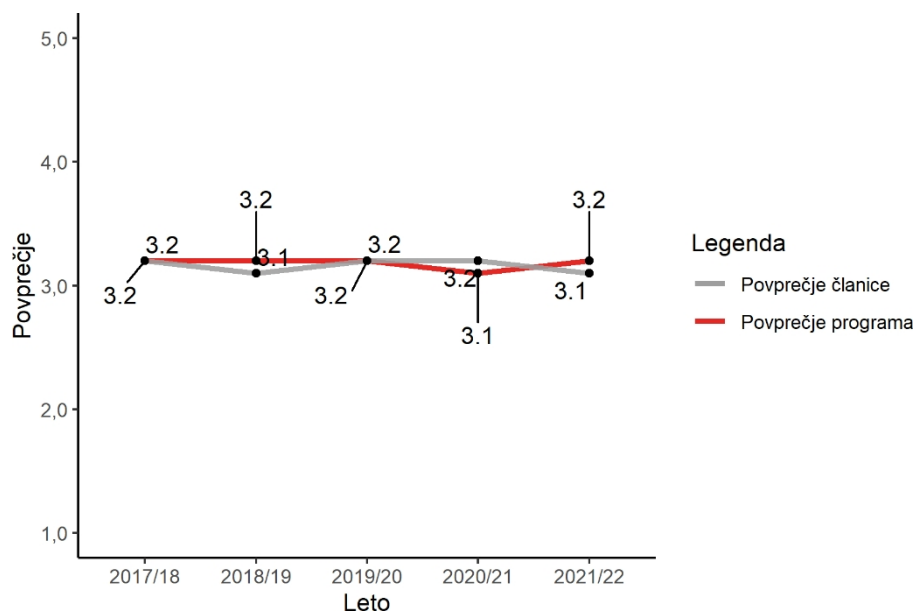
In addition to the curriculum, we largely follow the expected competences in teaching and assessment.

The staff has a very broad overview of job opportunities at home and abroad and is thus able to influence the curriculum according to the career aspirations of individual students. During the first cycle of studies, a large number of students come into contact with the professional music world. This is facilitated by the UL AG



with such projects, as well as the students themselves. In this way, students often get an early idea and a clear idea of the type of activities they will be involved in after their studies. In such cases, one-to-one work is very useful, as the mentor can focus on each student individually and adapt, select or add content within the curriculum.

### Monitoring and quality assurance of the teaching process - Student workload



The result of the survey shows that the students consider that they have a reasonable workload or that they have spent the expected number of hours on the course. The number of ECTS is therefore in line with the established evaluation formula.

### Monitoring and quality assurance of the teaching process - Student-centred learning and teaching

Students on the programme take their main course individually, which inherently allows for a lot of student-centred teaching. Mentors support and guide students throughout their studies according to their career expectations and aspirations, supporting their diversity and adapting teaching methods where necessary. There are usually several examiners, and the criteria and method of assessment are clearly defined. Students usually receive feedback after the assessment.

In all programme streams, students are encouraged to choose elective courses that match their required competences, according to their specific career goals, and are encouraged to broaden their musical knowledge as much as possible, despite sometimes very narrowly focused profiles, as this is also increasingly expected of them in the professional world.

### Assessment or evaluation

UL AG offers a wide range of up-to-date knowledge and actively introduces new subjects that are becoming relevant or missing in the labour market. Thus, in a relatively short period, it has introduced the study of baroque and sacred music and is developing the field of jazz and contemporary music. The study programme has certainly been enriched and the direction of development is the right one.

The course allows for a great deal of cross-curricular integration and tailoring to the needs of the individual student. The student workload is appropriate according to the results of the surveys, and there is a wide range of additional musical activities and performance opportunities. Student-centred learning and teaching is certainly key for students on the Music Arts programme. Assessment methods, appropriate

the student workload and the very nature of one-to-one work allow for this kind of approach and flexibility for students and tutors in the light of ensuring optimal academic performance.

It would be advisable to ensure the quality of the recording of concerts and masterclasses in the new premises and to strengthen the staff in this area. UL AG has already made huge strides in this area and events are regularly recorded, providing students with the most useful tool for self-evaluation of performances.

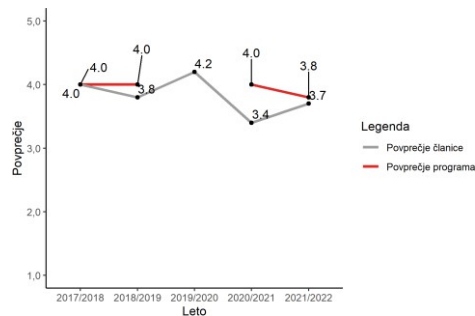
### Opportunities for improvement

To obtain staff for high-quality filming of events and student assignments.

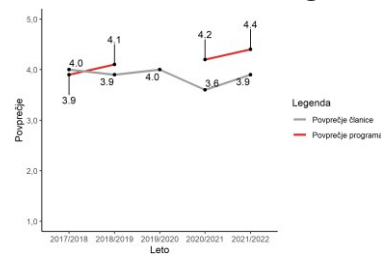
## 5.c STUDY PERFORMANCE AND EFFECTIVENESS: Support for the internationalisation of studies

### Support for internationalisation of studies - Home students

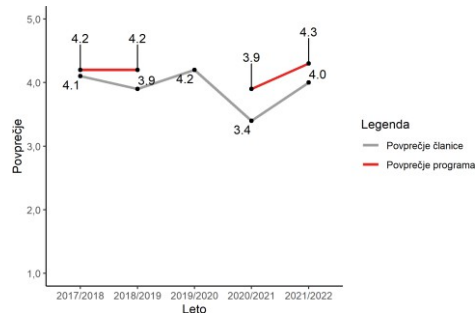
**We have sufficient information on possible international exchanges**



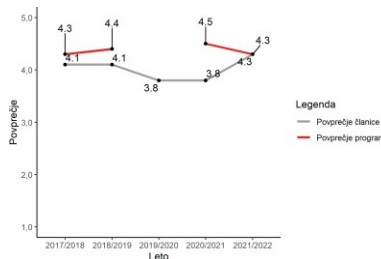
**There are plenty of interesting options for international exchange**



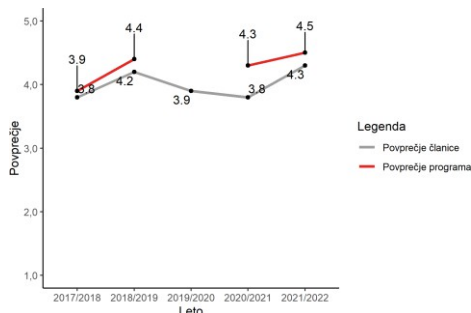
**Exchanges are encouraged and supported.**



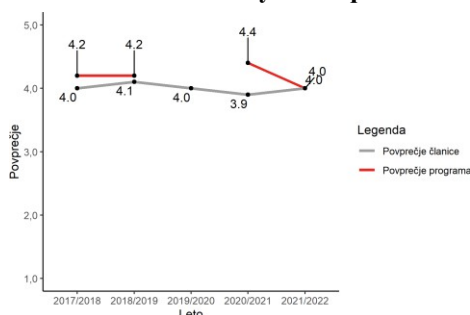
**I have the possibility to take compulsory items abroad.**



**Recognition of the ECTS is appropriate.**



**Professional support for international mobility is adequate.**



The internationalisation of studies at UL AG is working well and is on the rise. Musicians are encouraged to have contact with foreign countries at the lower levels of their education and often attend summer schools or seminars, so they are mostly not new to the field.

UL AG encourages its students to work internationally in all aspects. This kind of activity is practically indispensable for many of our niches. There has been an increase in international projects in our own organisation, but also in those of our partners from abroad in which we are involved. The International Office is diligent in informing students about opportunities to participate in international projects, such as BIP projects, international youth orchestra projects and so on. In addition to Erasmus exchanges, wind, brass and percussion students can also benefit from exchanges within the Ceepus mobility network from 2022. The results of the surveys show considerable satisfaction with the international exchange opportunities as well as with the encouragement offered by the membership. Somewhat more dissatisfaction is shown when it comes to information about exchange opportunities. The number of UL AG students who have carried out an Erasmus exchange in 2021/22 is 15, which is satisfactory and similar to the number of host students in our country.

### Support for internationalisation of studies - International students

|               |        | Število vpisanih tujih študentov v letnik po letih in načinu študija |         |         |         |         |
|---------------|--------|--|---------|---------|---------|---------|
|               |        | 2017/18  | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| Način študija | Letnik |  |         |         |         |         |
| IZREDNI       | 01     | 0  | 0       | 0       | 1       | 0       |
|               | 02     | 0  | 0       | 0       | 0       | 0       |
|               | 03     | 0  | 0       | 0       | 0       | 0       |
|               | 0A     | 0  | 0       | 0       | 0       | 0       |
|               | Vsota  | 0  | 0       | 0       | 1       | 0       |
| REDNI         | 01     | 13   | 12      | 16      | 11      | 22      |
|               | 02     | 14   | 12      | 11      | 15      | 8       |
|               | 03     | 11   | 12      | 8       | 11      | 13      |
|               | 0A     | 0  | 1       | 3       | 2       | 3       |
|               | Vsota  | 38   | 37      | 38      | 39      | 46      |

UL AG should certainly strive to attract foreign permanent students, as the quality of the study programme will be enhanced in many ways. The new premises of the College are certainly a major step towards this goal, as the infrastructure situation is one of the main criteria when deciding on the destination of prospective students. In the academic year 2021/22, the number of international students enrolled for the first time in the study programme is significantly higher than in previous years. Given the current conditions in which we operate, it is expected that there will be more interest from international students and a slow growth in their numbers.

There were 29 Erasmus students in the academic year 2021/22. These students may also be involved in complementary projects at the Academy, depending on their course. The issue of Erasmus tutoring for visiting students remains unresolved. Introductory tutoring is also available for visiting students.

### Support for internationalisation of studies - Internationalisation

Through the annual work plans and activity reports for the previous year, the management and the heads of each department have an overview of the international activities of the departments and individual teachers. In addition to the international projects run by the UL AG (BIP projects, guest conductors for orchestral projects, international summer school, etc.), the teaching staff of the UL AG organises many seminars by internationally renowned pedagogues and exchange concerts during the academic year.

## Assessment or evaluation

UL AG is certainly strengthening internationalisation in many areas. The number of seminars and workshops organised is high, the number and quality of projects managed by us is growing, as are the number of visits by our students to partner institutions. The drastic improvement of the infrastructure will make studying at the Academy of Music much more attractive not only for local musicians, but also for potential candidates from abroad. One of the key elements of quality music study is certainly a quality working environment.

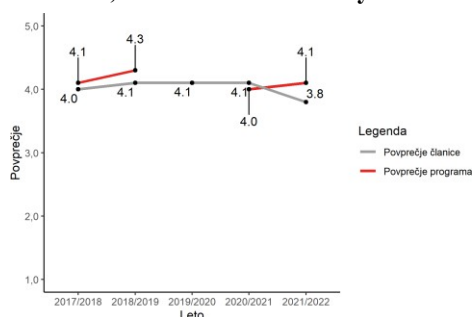
## Opportunities for improvement

- Setting up a bulletin board and posting international exchange opportunities and projects on it.
- Providing a limited number of tutorials for visiting Erasmus students.

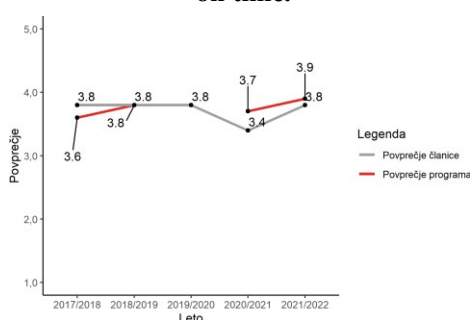
## 5. No STUDY EFFICIENCY AND EFFECTIVENESS: Providing support, encouraging students to study

### Providing support, encouraging students to study - In connection with the implementation of the study programme process

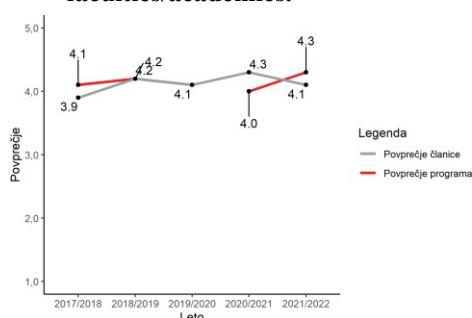
#### Overall, I am satisfied with my studies.



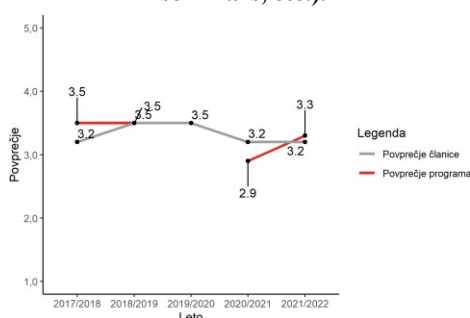
#### Information about the study process I on time.



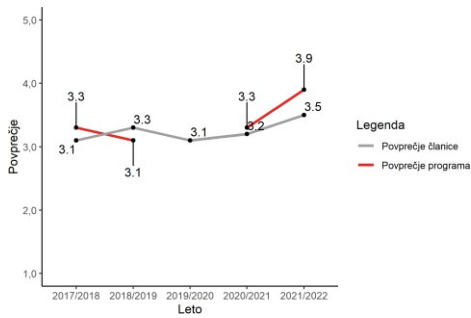
#### I was offered suitable electives from other UL faculties/academies.



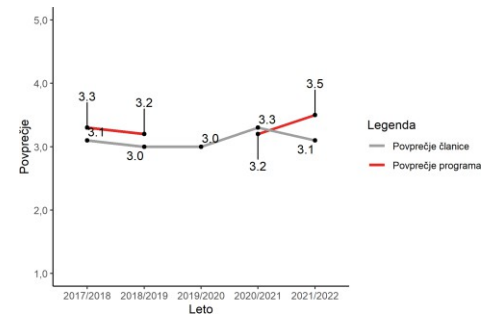
#### During my studies, I have got to know a fair number of external institutions (through excursions, invitations to seminars, etc.).



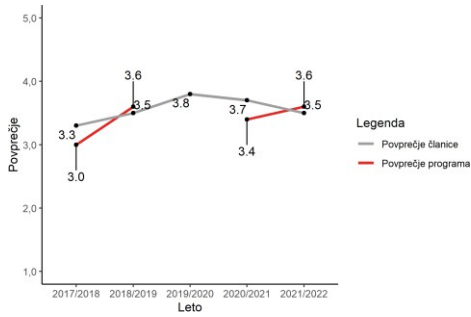
**If I need a tutor, I know who I can contact I turn around.**



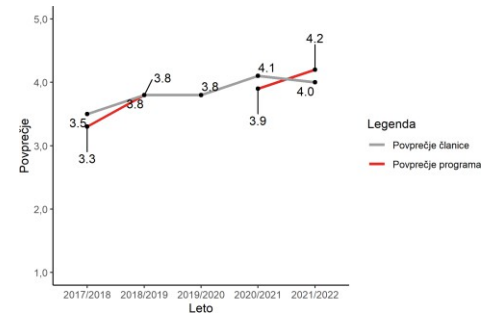
**I know who I can turn to for career advice advice.**



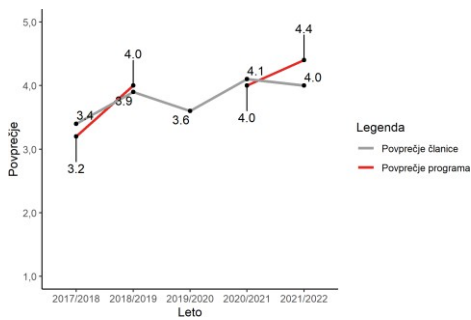
**The Student Office opening hours are convenient.**



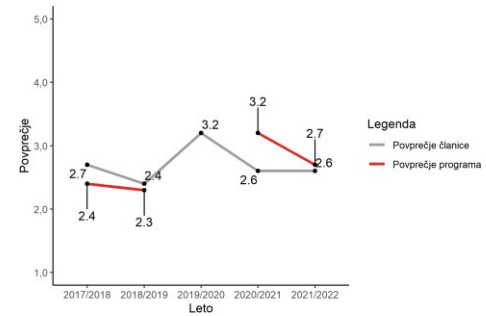
**The staff of the Student Office are responsive and efficient.**



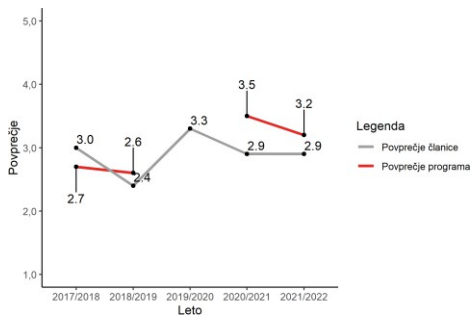
**The staff of the Student Office have the right attitude towards students.**



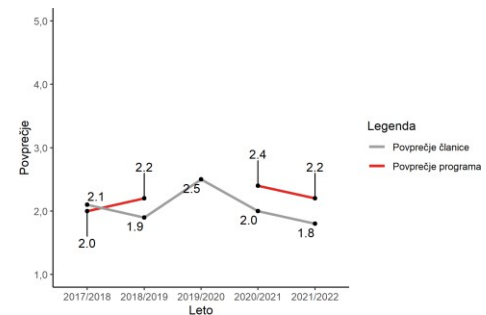
**Facilities for lectures, rehearsals and other teaching work are adequate.**



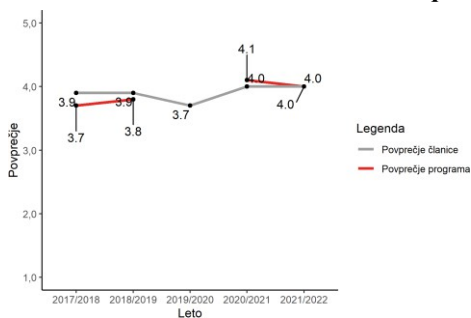
**Equipment for lectures, tutorials and other forms of instruction teaching work is adequate.**



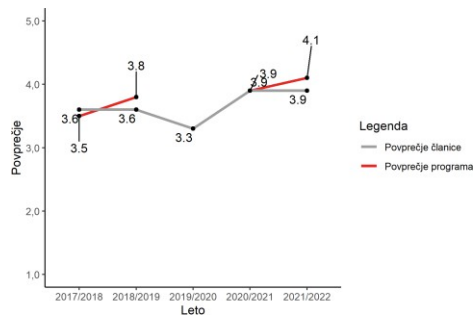
**Sufficient space for individual learning (reading rooms, classrooms, seminars, etc.).**



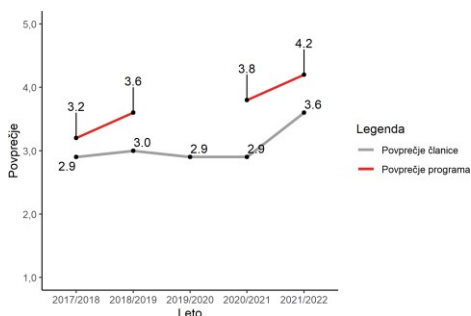
### The volume of literature is adequate.



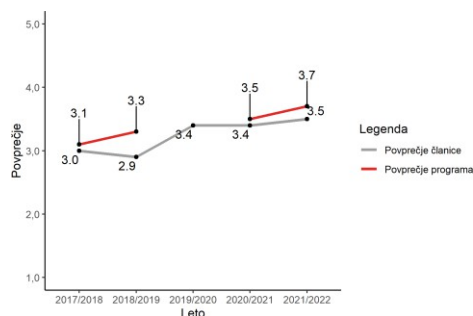
### The accessibility of the literature is adequate.



### The library staff can advise me on literature search.



### With a wireless network, I'm satisfied/satisfied.



Surveys show improvements in many items over the last academic year. This includes, in particular, the timeliness of information, tutoring, the attitude of staff, the responsiveness of the Registry and so on. There is certainly room for improvement in the above-mentioned assessments, but there has been a marked improvement in the items that were highlighted as problematic in this report last year.

Satisfaction has fallen over the past year, particularly in the areas of the adequacy of the premises in general and of the learning spaces and equipment. We were still operating in the old premises in 2021/22 and will move to new premises at the start of the 2022/23 academic year, so I expect satisfaction in this area to rise sharply in the next survey.

The website of the UL AG is very clear and offers clear access to information. The website's communication for group courses is effective. The website is being redesigned and is expected to be launched in the academic year 2022/23, but a new design for concert sheets, posters, etc. has already been designed. Student representatives are involved in committees, executive bodies and meetings of UL AG bodies. Students are offered student tutoring, where there is a noticeable improvement in satisfaction, and student surveys, and can easily get in touch with professors and management. Students who already have a clear visualisation of their career future can choose from a wide range of elective courses and thus also make contact with mentors working in relevant fields of artistic activity. UL AG also offers artistic projects in collaboration with professional ensembles, which certainly helps to concretise the knowledge acquired. In addition to individual projects, the opportunity to play solo with orchestras should be highlighted here.

### Supporting, encouraging students in their studies - Practical, professional, research or artistic work (1st and 2nd cycle)

UL AG offers a wide range of primarily artistic projects that are not a compulsory part of the curriculum. These are projects organised by the UL AG itself, in which students can participate and gain credits, but above all, international activity continues to be strengthened. Students are regularly invited or informed about opportunities for additional artistic activities within the framework of the UL AG, and

there is quite a wide range of activities. Of course, participation in international or our own projects

The number of projects that have been carried out with the participation of renowned Slovenian artists and through which students can make good contact with the Slovenian music world.

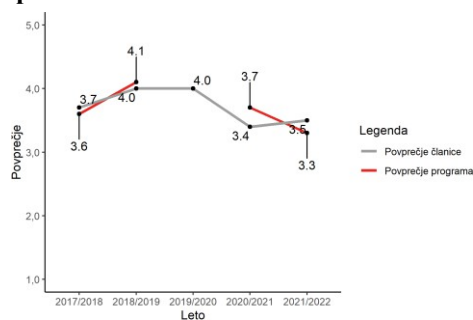
### Providing support, encouraging students in their studies - Scientific, research, etc.

#### Work of art (Level 3)

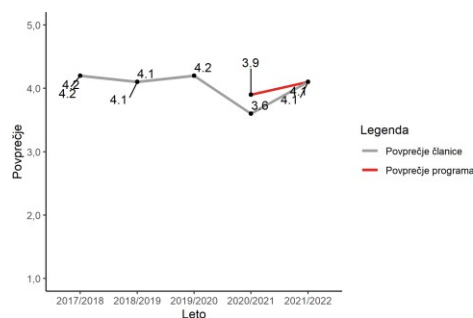
/

### Providing support, encouraging students to study - Study activities

#### I have a good choice in my studies sports activities.



#### Z How works of the student Council I am Satisfied.



Surveys show that students are not fully satisfied with the work of the Student Council. There is a lack of a more visible role for the Students' Council and better self-promotion, but there is progress in this area and an increase in the visibility of this body. The College is actively working towards a more visible role for the Student Council and a greater interest in membership.

While students can participate in sports activities free of charge within the University, there is a lack of regular sports activities for staff and students. The survey on sports activities shows considerable dissatisfaction. It would be useful to inform students more visibly about the possibilities of activities and to add some within the UL AG.

### Providing support, encouraging students to study - Special help

/

#### Assessment or evaluation

At UL AG, progress can be observed in many segments of support for students during their studies (international art projects, event recording, numerous seminars and workshops, tutoring, papers, etc.). In my opinion, the overall quality of the study programme and support is growing and is mostly comparable to similar institutions abroad. This is also reflected in the student surveys.

#### Opportunities for improvement

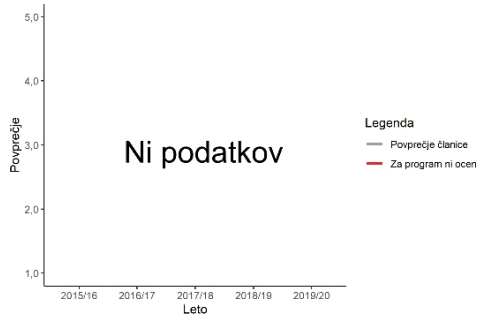
- Organisation of a weekly term for a selected sport activity for students and teachers.
- Supplement student surveys with a set of questions on culture and atmosphere.



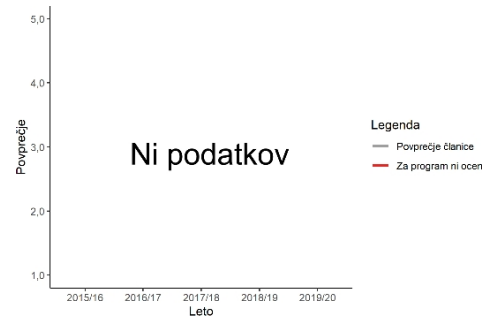
## 5.d STUDY PERFORMANCE AND EFFECTIVENESS: Practical training for students

### Practical training for students - Organisation

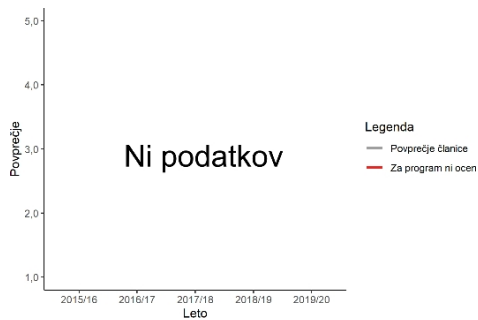
**We have a satisfactory range of external institutions for study placements**



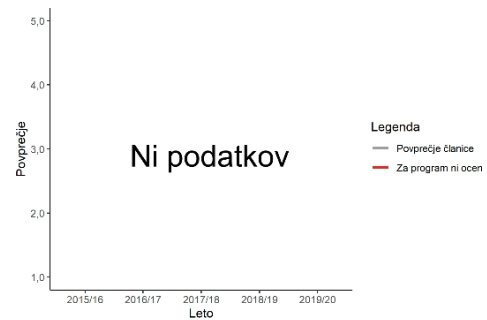
**I have been helped faculties/academies when looking for a traineeship**



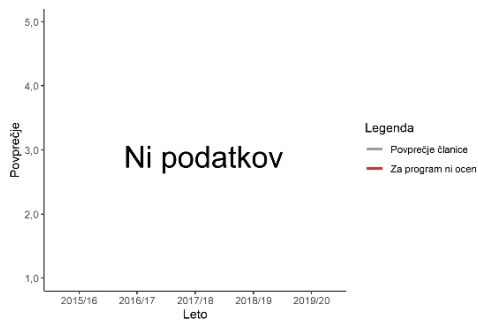
**I have been given sufficiently detailed instructions on how to do the traineeship**



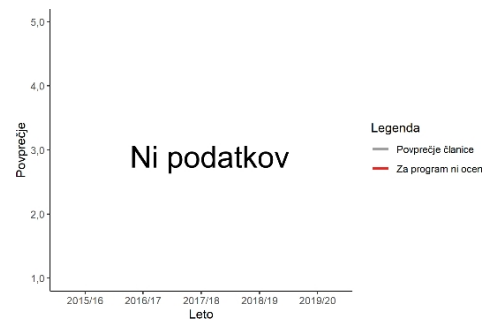
**The placement coordinator at the college gave me useful information before the placement and useful feedback after the placement**



**The way the traineeship was carried out was appropriate**

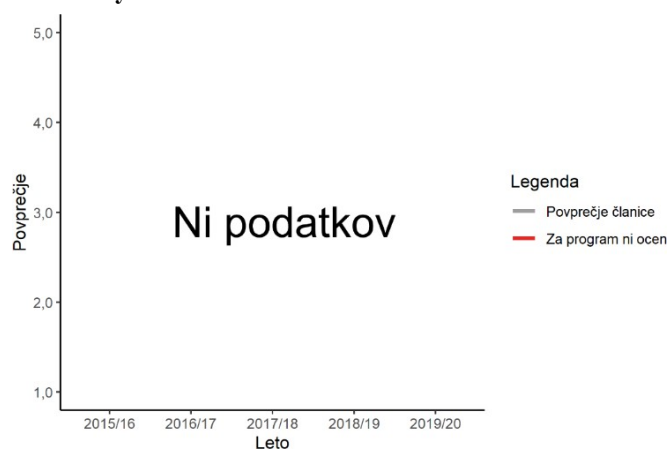


**The length of the traineeship is appropriate**



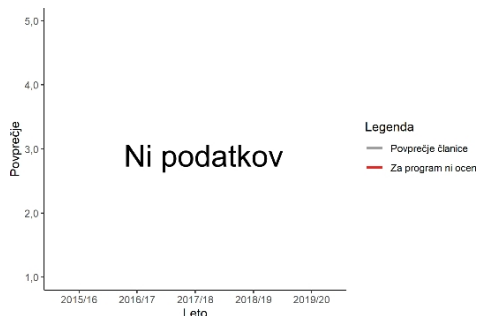
## Practical training for students - Competences and learning outcomes

**The study placement has enabled me to complement my professional knowledge and skills in my chosen field of study**



## Practical training for students - Mentors

**A mentor at an external institution offered me adequate mentoring support during the study period practice**



**Practical training coordinator has worked effectively with the faculty mentors in an external institution**



## Practical training for students - Organisations

/

## Practical training for students - Adequacy of design and delivery

/

## Assessment or evaluation

/

## Opportunities for improvement

No action is foreseen in this area.

## **5.e STUDY EFFICIENCY AND EFFECTIVENESS: Promoting the professional development of staff and participants**

### **Promoting the professional development of staff and collaborators implementing, supporting SP - Career Development**

A wide range of training courses is available to higher education teachers and staff, and they are kept up-to-date on these. The Academy of Music organises a number of masterclasses and seminars for students and teachers during the academic year. Most of these events are organised at departmental or chair level, but some are organised by individual staff members. The International Office also informs staff about teaching and training opportunities abroad, and management actively encourages staff to pursue their education.

### **Promoting the professional development of staff and collaborators implementing, supporting SP - Training for pedagogical competences**

Many training courses, seminars and the like are available to workers. I think that, especially among teachers, there could be more interest in training to acquire teaching competences. UL AG should certainly continue to make efforts to increase the frequency with which workers attend pedagogical training courses at home and abroad. One of the reasons for the frequency not being at its highest is certainly the extreme overworking of a large proportion of teachers and professional staff. At such a pace, it is often difficult to find time for teacher training.

### **Promoting the professional development of staff and collaborators who implement, support SP - International mobility**

The International Office and the Vice-Dean for International Activities provide excellent and timely information and encourage staff to engage in international activities. I rate the mobility of staff as solid. The SP is involved in a number of international projects, the number of which is slowly increasing. There is a strong sense of support and enthusiasm from the staff responsible for the involvement of the institution in cross-border projects. UL AG also takes on the lead roles in the projects. The severely understaffed international team is an efficient, very up-to-date and respected partner by its foreign counterparts. In the last academic year, inbound mobility was much more lively than outbound mobility (6/25). Nevertheless, I consider that international developments are satisfactory and on the increase.

### **Promoting the professional development of staff and collaborators who implement, support SP - Scientific research and development work**

/

### **Promoting the professional development of staff and collaborators who implement, support SP - Organisational climate**

I believe that the organisational climate is improving year on year, and the move to renovated premises suitable for the Academy has certainly given a great boost to the work of all the staff. With the improvement of the material conditions, the organisation (processes are being digitised and improved) and the dedicated work of the UL AG management, the proactivity and, above all, the satisfaction of the employees is visibly improving. The end of the academic year 2021/22, and especially the beginning of the current academic year, brought a large number of joint formal and informal events that many employees missed. We have not yet carried out a satisfaction survey, but this remains a future plan.

### **Promoting the professional development of staff and collaborators who implement, support SP - Staffing structure**

The staffing structure is mostly linked to funding, and here, unfortunately, UL AG has always been on the margins. I believe that, with the efforts of the management, the staffing structure has been on a mild upswing for some time, but some professional departments, teachers and members of the management

are severely overworked, which hampers their teaching, artistic and research mission. The staff of the UL AG is unanimous in the view that the staffing structure is not yet fully adequate and that it is deficient in many areas.

### **Assessment or evaluation**

International mobility is also exemplary among workers, as it is in the student population. A more appropriate staffing structure would certainly contribute to reducing the workload of the busiest workers, thus opening the door to some extent to more frequent training and increased international mobility. The introduction of surveys to measure staff satisfaction is planned.

### **Opportunities for improvement**

No action foreseen in this area

## **6. Monitoring and development of the SP and preparation of the self-evaluation report**

### **Preparation of the self-evaluation report - Stakeholders**

Which stakeholders and how have you involved them in the discussions, the development of the SP, the planning of actions, the monitoring of their implementation and the preparation of self-evaluation reports (e.g. HE teachers and colleagues, mentors, students, alumni, professional colleagues, external collaborators, employers - including in relation to practical training, other stakeholders/the wider environment)?

In the preparation of the self-evaluation report, the author has primarily referred to the UL AG Strategy 2021-27. In addition, thanks are due to the assistance of the Heads of Departments, Heads of Chairs and other colleagues, as well as the representatives of the Students' Council for their help in the preparation of the self-evaluation report. All of these have influenced the report with their constructive suggestions, and the author has also contacted the referee's office and the international office for further information. Higher education teachers and staff can influence curriculum development, planning and follow-up actions through the working bodies of the UL AG Senate and the meetings of the departments and chairs. Students can submit their suggestions and observations through the Student Council or individually directly in class. The professional staff is involved in the development of the programme through the Senate and its working bodies, and external colleagues share their observations and opinions at departmental and chairs' meetings.

UL AG involves employers in the study programme through the Strategic Council, as well as through the music schools and orchestras with which our students and professors collaborate in one way or another. With a large number of public artistic events, we are well integrated into the environment, whose opinion certainly influences the development of certain aspects of the study programme.

### **Preparation of the self-evaluation report - Preparation process**

The self-evaluation report was prepared by the administrator, Prof. Simon Klavžar, and reviewed in part or in full by the members of the Quality Committee of the UL AG, the administrators of the strategic activities and the management.

### **For joint degree programmes only: Method of preparation and organisation**

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## REVIEW OF THE IMPLEMENTATION OF ACTIONS AND SUGGESTIONS FOR IMPROVEMENT

| Actions from the previous self-evaluation   | Status of the action                 | Further explanation realisations  |
|---|--------------------------------------|---|
| Recruitment of a tutoring assistant to advise students on the content and timing of student commitments                       | partially implemented                | In the area of tutoring, there is a notable progress.   |
| Active promotion of study and work at UL AG at home and abroad  | partially implemented                | We have strengthened our promotional staff and are slowly making inroads abroad. The interest of foreign students in studying at UL AG is steadily increasing and its reputation is growing.    |
| Continue to find solutions to the problem of Erasmus student accompaniment  | remains at the level of the proposal | The problem remains.  |
| Reform of the Preparatory Programme   | remains at the level of the proposal | It has not yet been renovated.  |
| Standardising messaging to students via VIS   | abandoned                            | At the moment, there are no major problems with communication between professors and students, but it is taking place in different ways.  |
| To examine the possibility of increasing the number of places for some optional subjects                                      | abandoned                            | This problem is not very visible at the moment. Many popular courses are one-year courses, which students can take the following year if places are filled.                                     |
| Polyphonic Rhythmic Movements becomes compulsory for instrumentalists, composers and conductors                               | partially implemented                | Action is ongoing.  |
| The course Compositional Techniques of the 20th, 21st Century becomes compulsory in the study of composition.                 | partially implemented                | Action is ongoing.  |
| Introduction of a new elective course Digital production of music publications (computer notation: course for advanced users) | partially implemented                | Action is ongoing.  |
| Introducing public performances within departments  | abandoned                            | The number of public performance opportunities for all Academy of Music students is large and growing as we move. In the current situation, there is no longer a need for this type of measure. |
| Redesign of the orchestra course  | remains at the level of the proposal | The orchestra course is still conducted in a similar way as in previous academic years (project-based).   |

|  |                                      |  |
|--|--------------------------------------|--|
| Free filming of students for auditions and competitions                              | partially implemented                | The students can obtain a suitable space for the filming, and UL AG would also need additional technical staff for this type of filming.   |
| Provision of (limited) distance learning via SWING/LOLA                              | partially implemented                | After the move to the Casino Palace, we want to use the SWING/LOLA technology again. This will require technical staff, and we have the capacity to do this in the new building.   |
| Introducing surveys to measure employee satisfaction                                 | remains at the level of the proposal | The surveys have not yet been introduced, but the proposal remains valid for the next academic year.   |
| Systematic financial support for the organisation of seminars and workshops at UL AG | remains at the level of the proposal | The AG still does not systematically financially support the delivery of seminars that cannot be funded through Erasmus+ or Ceepus. The financial burden of delivering such training falls on the shoulders of the applicants. |

| Key improvements and good practices in the previous period | Explanation of the impact on quality   |
|--|--|
| Moving into new premises and upgrading equipment           | Top-quality working conditions and equipment.  |
| Ceepus network   | A new short exchange opportunity for students and teachers.  |
| BIP projects, symposium                                    | Increase in international projects at home and abroad.   |
| Piano student participation in accompaniment               | Partial relief for accompanists.   |
| Membership of the Association of Music Schools of Slovenia | Participation in the Federation allows us to actively influence the activities of the Federation and the Slovenian national TEMSIG competition, which we are hosting for the first time this year. |

| Opportunities for improvement  | Key weaknesses | Key dangers | Objective (i)   | Proposals for action**   | Responsibility within a Member   |
|--|----------------|-------------|---|--|--|
| It is proposed to introduce an elective (or compulsory for pianists) course "Interpretive Analysis of a Musical Work". | /              | /           | There is a new elective course, primarily for instrumentalists. It is open for the academic year 2023/24. | Introduce 'Interpretive Analysis of a Musical Work' as a new elective. | Head of the Keyboard Instruments Department, Vice-Dean for Academic Activities |

|  |  |                                |   |  |  |
|--|--|--------------------------------|---|--|--|
| It is proposed to introduce a Solfeggio D group for students with insufficient knowledge - it lasts three years, equivalent to the normal two years. | Two years of Solfeggio lessons are not enough for students with insufficient background knowledge. It is a subject of the utmost importance for all musicians. | /                              | The Solfeggio D group would be aimed at students with insufficient knowledge of the subject, as in practice the two years of the course are proving to be insufficient. | Introduction of the Solfeggio D.   | Head of the Chair for Music Theory Courses, Vice-Dean for Academic Affairs |
| Allowing the use of classrooms and tutorials despite a reservation, if the classroom is not occupied.  | Overly complex reservation system.   | /                              | Maximising the use of training facilities.  | In case of vacancy of a reserved tutorial or classroom, it can be reserved by waiting students.                  | Dean, Service for Informatics  |
| When booking practice and classrooms, information about the piano in the room.   | /  | /                              | Students and other users also receive information about the piano in the room when booking.   | The online booking system is equipped with information about the piano in each room.                             | Head of Keyboard Instruments Department, IT Service                        |
| To obtain staff for high-quality filming of events and student assignments.  | Financial constraints  | Search problems suitable staff | All UL AG events are well recorded, published where appropriate and used as feedback for students.  | We have a system in place for the quality recording of all events organised by the Academy, and the right staff. | Vice-Dean for Arts, Dean, Informatics Service                              |
| Setting up a bulletin board and posting international exchange opportunities and projects on it.   | /  | /                              | The notice board provides information for students and staff on international exchange opportunities, events at UL AG and more.   | Setting up a bulletin board in the UL AG lobby and posting activities and events on it.                          | Vice-Dean for Arts, International Office, Gatekeeper                       |
| Providing a limited number of tutorials for visiting Erasmus students.   | Financial constraints, disagreement with the rationality of the measure.   | /                              | Erasmus exchange students have 8 hours of tutoring per semester, which we organise as drop-ins.   | Erasmus exchange students at UL AG are entitled to a certain number of hours of tutoring.                        | Dean, Vice-Dean for Academic Activities                                    |
| Organisation of a weekly term for a selected sport activity for students and teachers.   | Funding  | Find a suitable free date      | UL AG offers a weekly joint sports activity for employees and students, upon agreement.   | Introduce sports activities for staff and students.  | Assoc. Prof. Simon Klavžar, Dean, Vice-Dean for Academic Activities        |



|   |  |   |  |   |   |
|---|--|---|--|---|---|
| Supplement student surveys with a set of questions on culture and atmosphere. | The risk of a small number of responses. | / | Every year we get feedback from students about the atmosphere at the Academy of Music, which we can also compare with similar questions for staff. | Student surveys are supplemented with a set of questions on culture and atmosphere. | Assoc. Prof. Dr. Katarina Habe, Vice-Dean for Academic Activities |
| No action foreseen in this area   |  |   |  |   |   |

## MUSICAL ARTS (1000949)

### 1. General information SP

Information about the study programme administrator(s)

Gal Faganel, Assoc. prof.

Name of the study programme

Musical art

Study programme level

second stage

Type of study programme

Master's degree

Study delivery method

full-time, part-time

Additional description

Master's degree (second Bologna degree)/Master's degree (second Bologna degree)

Name of the Member(s) involved in the implementation of the study programme

UL Academy of Music

Study year

2021/2022

## 2. The main objectives of the SP and the competences expected of graduates

### Fundamental objectives

The objectives of the programme are to train graduates to work in the artistic field of music - depending on the field of study - as creative artists (instrumental soloists, chamber musicians, orchestral musicians, vocal soloists, choral singers, sacred musicians, conductors, composers).

The learning outcome will be the graduate's competence to compete in the international art labour market.

### General competences of the graduate

- Ability to gather, analyse and synthesise information
- Ability to develop new ideas and arguments critically (creativity)
- Ability to self-motivate and self-lead
- Ability to plan and work independently
- Ability to listen dynamically (two-way flow of information)
- The ability to think creatively
- Ability to apply knowledge in practice
- Ability to use imagination and intuition effectively
- Ability to think flexibly in different circumstances
- Ability to understand emotionally
- Ability to express thoughts and feelings
- The ability to be thin-sensitive in distinguishing between emotional and rational intelligence
- Capacity for self-awareness and self-determination
- Ability to understand individual values and value systems
- The capacity for critical self-awareness
- Ability to use critical communication skills constructively
- Ability to respond to social, artistic or ethical issues related to their work
- Ability to self-critique, critique, communicate and communicate as a team
- Ability to analyse rationally and emotionally
- Ability to synthesise and form comprehensive judgements
- Ability to communicate orally and in writing
- Ability to express yourself
- Organisational Ability to work in a team and to manage teamwork
- Ability to plan independently, motivate self and others and work
- Ability to recognise social processes and lead group work
- Ability to work in an international environment
- The ability to explore artistically

### Subject-specific competences

#### 1. Composition and music theory:

- the ability to express oneself in depth as an artist in the field of music,
- the ability to articulate musical imagination, emotion and intuition in depth,
- in-depth knowledge of the repertoire of different stylistic and historical periods,
- mastery of artistic creativity in composition and music theory with versatility and a deeper mastery of technical and expressive means,
- a deeper understanding of cause and effect processes in composition and music theory
- in-depth knowledge and independent application of the processes of studying different works of art from the perspective of aesthetics, style, compositional technique and music theory,
- knowledge of the specific requirements of preparing and organising artistic performances,
- knowledge and orientation in Slovenian and world music history and literature,
- the ability to understand and analyse musical content and forms in depth and in a music-theoretical way,

- the ability to critically evaluate musical and artistic expression,

- the ability to recognise and remember musical creations by ear,
- the ability to communicate intellectually in writing and orally about the art of music.

## 2. Directions orchestral and choral conducting, singing, piano, organ, accordion, harpsichord, guitar, harp, violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, recorder, sacred music:

- the ability to express oneself in depth in the musical field of one's specialisation,
- the ability to articulate the musical imagination in depth,
- the ability to understand musical content and forms,
- mastery of artistic interpretation in the field of their specialisation, with all-round mastery of technical and expressive means,
- understanding of cause and effect processes in the field of engineering of your major,
- knowledge and application of stylistic interpretation of all periods from the Renaissance onwards,
- in-depth knowledge and independent application of the processes of studying different works of art,
- knowledge and application of the preparation of artistic performances,
- orientation in Slovenian and world music history and literature,
- evaluation of musical and artistic expression,
- the ability to communicate their musical knowledge to professional and lay audiences.

### Core objectives of the study programme and expected competences of graduates - Changes

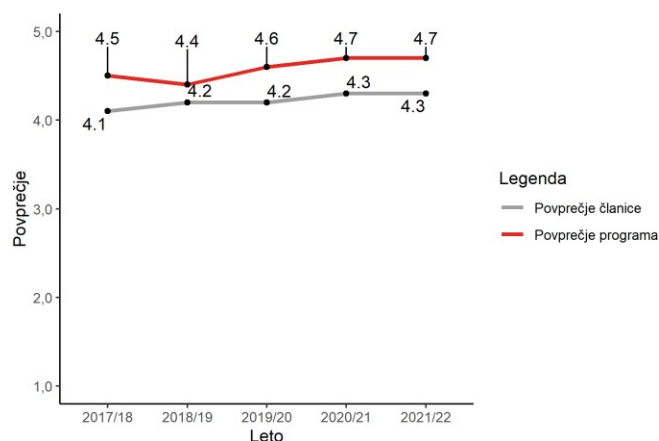
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### The main objectives of the study programme and the expected competences of graduates - Monitoring the achievement of objectives and competences

The achievement of the objectives and competences is determined by the results of student surveys and by monitoring the study process in the form of colloquia, auditions and annual examinations within departments and chairs. The Academy of Music encourages all students to perform publicly in concert series and in some compulsory and elective courses. The achievement of objectives and competences is also monitored in the context of public performance. We also track the success of the transition of a good proportion of our students to further study at foreign academies and to further training under the Erasmus programme. We also draw conclusions on the attainment of objectives and competences on the basis of the employability of graduates at home and abroad.

### The main objectives of the study programme and the expected competences of graduates - Assessment of the achievement of objectives and competences

To what extent have you acquired the expected competences in the course? (Post-exam survey)



In surveys, students rate the acquisition of expected competences relatively highly. Achievement of the objectives and competences is evident from the publicly presented final works - Master's concerts and Master's theses, as well as from the publicly presented group projects - concerts of small and large ensembles. There is a lack of stage experience and performance opportunities in the programme. Most of the graduates are employed in Slovenia, some also abroad. Some graduates continue their studies or further their education at the most selective reputable postgraduate programmes abroad, which confirms their competitiveness in the international arena. At the same time, not all graduates are competitive in an increasingly open and fast-changing labour market. Data on graduate employment are scarce. A longitudinal study of graduates is needed to fully assess the achievement of objectives and competences.

### **Opportunities for improvement**

- Increasing students' opportunities/opportunities for practice/performance experience.
- Establishing clear criteria and requirements for the Master's thesis to meet the general the competence "The ability to explore artistically". The research element should be a prerequisite for confirmation of the title/theme of the Master's thesis.

## **3. Relevance of the content of the SP and its learning units**

### **Relevance of the content - Development of the discipline or field**

The development of the discipline or field is the responsibility of the individual course providers. Currently, we do not have an effective way of monitoring the development of the discipline at curriculum level. An example of the development of the field is the accreditation and launch of the courses Preparing for orchestral auditions for strings and More than talent - career development for musicians. Examples of artistic achievements include numerous concerts by individual students, chamber groups and guest ensembles outside the home institution. These include a performance of G.F. Handel: *Agrippina* - a Baroque opera in three acts, a series of five concerts at the Sugar Factory and a performance at the opening of the Slovenian Music Days 2022.

### **Relevance of content - Needs of graduates and work organisations**

A more detailed insight and better understanding of the level of relevance of the content of the study programme and its units of study for the majority of students requires a more comprehensive graduate employment survey. At present, quality is expressed mainly in terms of the outstanding performance of a small number of outstanding students. Reputable Slovenian artistic institutions (Slovenian Philharmonic, RTV Slovenia Symphony Orchestra, Slovenian National Opera and Ballet Ljubljana and Maribor, etc.) regularly employ UL AG graduates. Individual students are successful in their job search both in Slovenia and abroad. The job opportunities for graduates are changing due to increased competition as a result of international tenders and an increasingly open labour market. In some fields of study, there is a decrease in the competitiveness of graduates in orchestral auditions. It is evident from the reports of a large number of individual mentors and graduates that the majority of graduates are employed in jobs requiring competences that are predominantly acquired in the second SP - Instrumental and Choral Pedagogy.

### **Opportunities for improvement**

A thorough review of the curricula for optional subjects is needed, as in some cases there is some overlap the content of compulsory subjects.

#### **4. Strengths and weaknesses of the SP according to the results of student surveys and comparable mechanisms**

##### **Strengths and weaknesses of the SP - Description**

Out of 105 students, only 26 took part in the survey. Only 11 students answered the questions. For most subjects, the response rate was so low that the data is not available due to anonymisation. With such a low participation rate, it is difficult for the teacher educator to help himself and for the management to rely on the opinions of such a small, statistically insignificant sample.

There is a perception among students that student surveys cannot be anonymous. This is just one of the reasons for the low participation. The results of the surveys are overwhelmingly positive, but this low participation does not guarantee that the majority of students are satisfied with their studies.

##### **STRENGTHS:**

- the professionalism of the teaching staff
- responsiveness of the student desk
- opportunities for international exchanges
- the possibility to perform solo with orchestra
- good support from the international office of the UL AG

##### **SHORTCOMINGS:**

Inadequate space for lectures, tutorials and other forms of pedagogical work, as well as space for individual study (tutorials), understandably reappear as the most pressing problem. The space constraint has been largely alleviated by the move to the new premises of the UL AG in the Casino in September 2022. The timing of examinations is not coordinated and causes scheduling conflicts for students.

In addition, students expect:

- Better career advice
- More information on individual courses online.
- Getting to know more external institutions
- Better choice of sports activities
- More opening hours of the Student Desk
- Optimised lecture scheduling without conflicts
- A better organised information system
- Earlier publication of timetables for the current study period.

## Opportunities for improvement

- Ensure that the AG website is mobile-friendly.
- Better information on elective courses (at AG and other faculties). Better information on the content of elective courses. Currently, the title of the course is visible to students in the set of electives, but the curricula are deep on the website and harder for students to find. We need a shorter description (up to 75 words) the content of the optional subjects.
- Confirming the dates of individual examinations and informing students at the same time as confirming timetables lectures in individual subjects.

## 5.a STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring the student population at ŠP level

### Student population monitoring - Call for applications, enrolment

|               |        | Število vpisanih študentov v letnik po letih in načinu študija |         |         |         |         |
|---------------|--------|--|---------|---------|---------|---------|
|               |        | 2017/18  | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| Način študija | Letnik |  |         |         |         |         |
| IZREDNI       | 01     | 1  | 2       | 1       | 1       | 1       |
|               | 02     | 1  | 1       | 1       | 1       | 1       |
|               | 0A     | 1  | 1       | 1       | 0       | 0       |
|               | Vsota  | 3  | 4       | 3       | 2       | 2       |
| REDNI         | 01     | 48   | 39      | 39      | 36      | 41      |
|               | 02     | 33   | 44      | 35      | 48      | 39      |
|               | 0A     | 24   | 20      | 28      | 27      | 25      |
|               | Vsota  | 105  | 103     | 102     | 111     | 105     |

Enrolment (105) is average.

(study places) have been advertised for the academic year 2022/2023:

- 40 regular and 10 extraordinary (citizens of the Republic of Slovenia and the EU)
- 6 regular and 2 extraordinary (non-EU foreigners)
- 1 full-time and 1 part-time (Slovenians without Slovenian citizenship)
- 2 full-time and 2 part-time (parallel studies)
- 2 full-time and 2 part-time (entry according to the entry criteria)

### Monitoring the student population - Transiency

It is not clear how the throughput can be more than 100%.

| Prehodnost iz. 1. v 2. letnik po letih |         |         |         |         |
|--|---------|---------|---------|---------|
| 2017/18                                | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| 91,9 %                                 | 91,8 %  | 87,8 %  | 122,5 % | 108,1 % |

### Monitoring the student population - Completion of studies

| Število diplomantov po letih |      |      |      |      |
|------------------------------|------|------|------|------|
| 2017                         | 2018 | 2019 | 2020 | 2021 |
| 41                           | 36   | 38   | 29   | 33   |

The number of students graduating in 2021 is below average, but higher than in the previous year, when the



study situation was significantly affected by the pandemic of covid-19.

## Assessment or evaluation

Overall, the implementation of the SP has been successful. Changes in indicators are probably still partly influenced by the study situation during the covid-19 pandemic, but their impact is less than in the previous year.

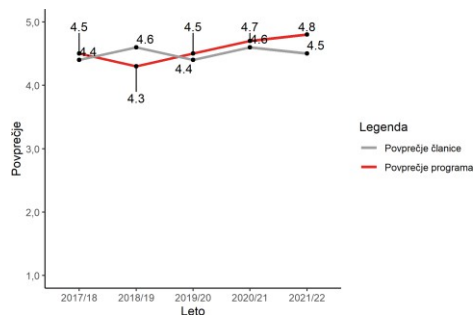
## Opportunities for improvement

Introduce systematic monitoring of the student population by field of study.

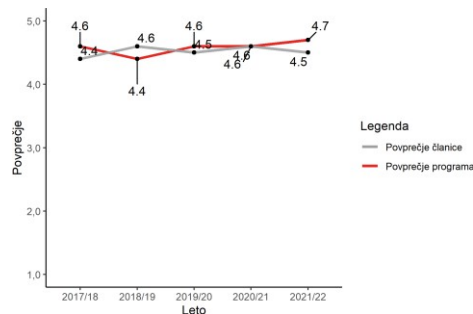
## 5.b STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring and quality assurance of the teaching process

### Monitoring and quality assurance of the teaching process - At the level of individual subjects or teaching units

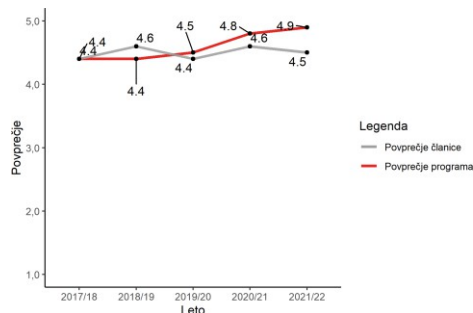
Agreement with the claim: **O v e r a l l , I agree with the subject Satisfied. (Survey BEFORE the exam)**



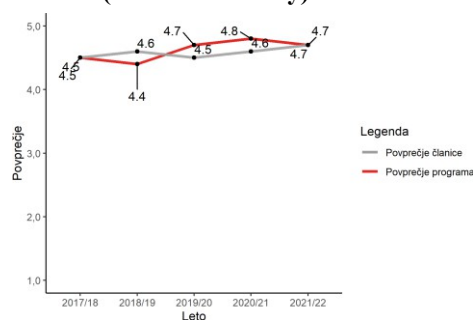
Agree with statement: **Different ways of working in the delivery of the course (lectures, tutorials, seminars, etc.) are coordinated with each other. (Pre-exam survey)**



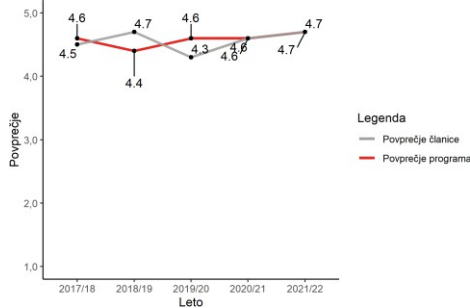
Agreement with the statement: **The study literature and resources (articles, electronic resources, case studies, etc.) cover the course content well (Pre-exam survey).**



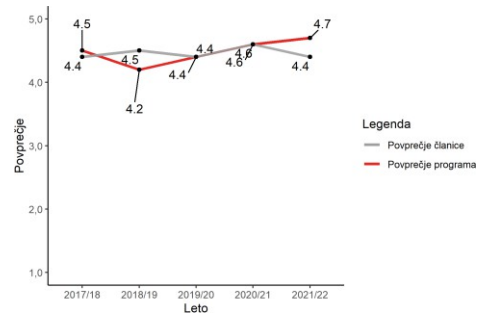
Agreement with the statement: **I am informed about my course commitments in a timely manner (Pre-exam survey)**



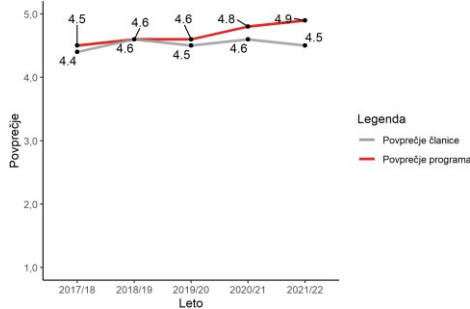
**Agree with statement: Ongoing assessment of knowledge in the delivery of the course (in whatever form: colloquium, test, homework, projects, seminars, etc.) seems appropriate to me given the nature of the course (Pre-exam survey).**



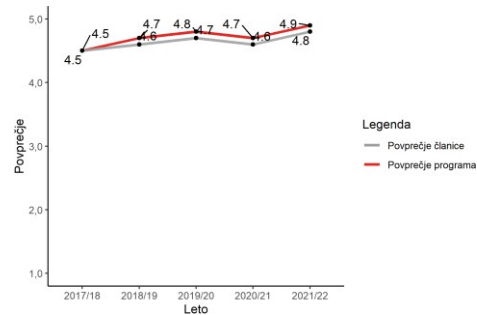
**Agree with the statement: All the following are published on the web the necessary information related to the course (Pre-exam survey)**



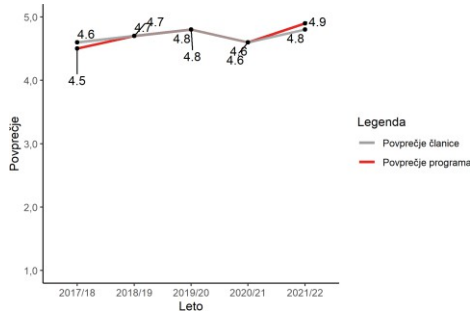
**Agree with the statement: The way I work in the course encourages me to think independently (Pre-exam survey).**



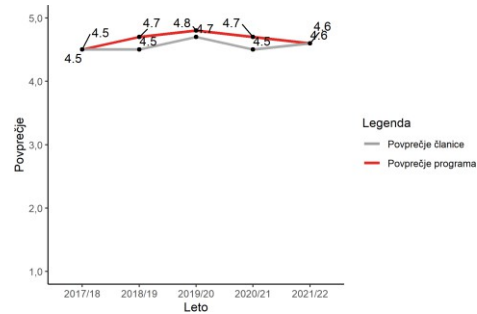
**Agreement with the statement: The course content (lectures, independent study, etc.) was adequately represented in the assignments (Post-exam survey).**



**Agree with the statement: The assessment and evaluation criteria were respected (Post-exam survey).**



**Agree with the statement: The tasks were unambiguous and clear. (Post-exam survey)**



The quality of the teaching process is monitored through student surveys and annual interviews between Heads of Department and the Dean. The quality of certain courses is also monitored in the case of integration courses such as chamber music and orchestra.

The surveys show overall satisfaction with the quality of the teaching process at the level of the teaching units.

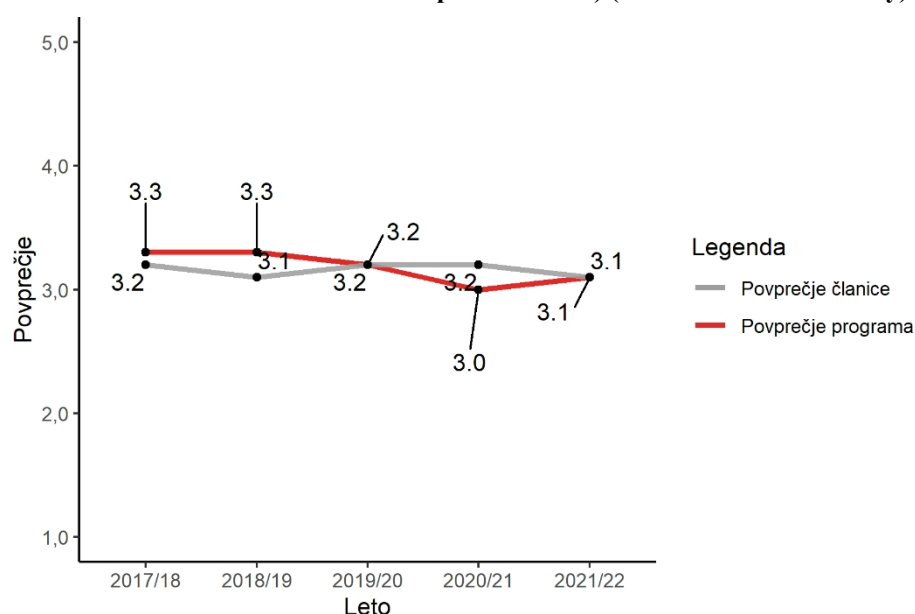
**Monitoring and quality assurance of the teaching process - Cross-curricular integration** Cross-curricular integration is carried out at individual teacher level in some subjects. Systematic inter-subject cooperation is not ensured.

**Monitoring and quality assurance of the teaching process - Adapting teaching, learning and assessment methods to the expected competences**

Teachers adapt their teaching, learning and assessment methods to the competences expected at departmental, departmental and subject level. Teachers are variously artistically active and connected with art institutions in Slovenia and abroad, and are thus familiar with the standards and expected competences necessary for graduates' success on the labour market.

**Monitoring and quality assurance of the teaching process - Student workload**

Please assess whether you have spent between #ktmin# and #ktmax# hours on the course, as foreseen in the study programme (25-30 hours student load = 1 KT; including lectures, tutorials, seminar, etc., and all forms of independent work) (Post-examination survey)?



The student workload appears to be optimal according to the survey on the adequacy of the CTs. Students report excessive workload and rehearsal conflicts during orchestral projects.

**Monitoring and quality assurance of the teaching process - Student-centred learning and teaching**

The main course of your chosen field of study is taught in one-to-one lessons, which, by definition, allows for student-centred teaching. Mentors support and guide students according to their career goals and ambitions. In addition to the compulsory programme of study, we also offer a wide range of elective courses that allow students to co-create their study experience and at the same time can prepare them for a rapidly changing labour market. Opportunities for further development exist in the direction of student-centred learning and teaching.

**Assessment or evaluation**

The UL Academy of Music offers a wide range of up-to-date knowledge and actively introduces new subjects that are relevant to the labour market. In a relatively short period of time, the Academy has introduced the study of baroque and sacred music, and is developing the field of jazz and contemporary music. At the level of the institution, a step could be taken towards a student-centred approach to teaching and learning. New approaches to learning and teaching, student support and guidance could be pursued to a greater extent, and a clearer focus on the student through flexibility and individualised study processes.

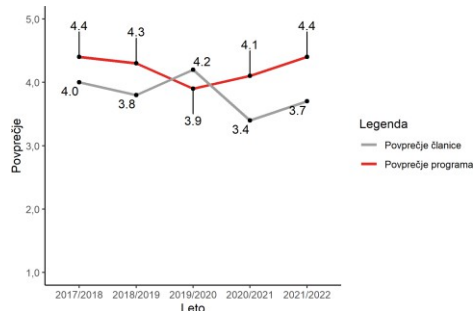
## Opportunities for improvement

Consideration of regular weekly orchestra lessons to avoid overload during orchestra projects.

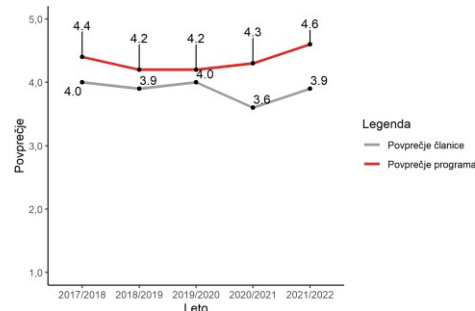
## 5.c STUDY PERFORMANCE AND EFFECTIVENESS: Support for the internationalisation of studies

### Support for internationalisation of studies - Home students

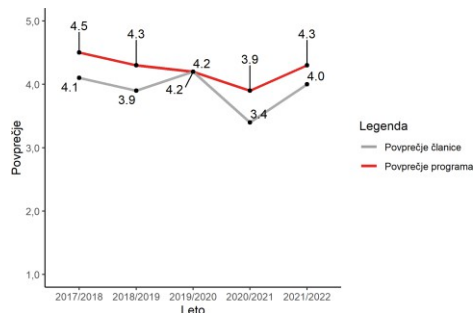
#### We have sufficient information on possible international exchanges



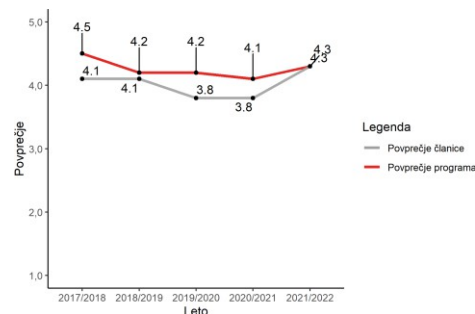
#### There are plenty of interesting options for international exchange



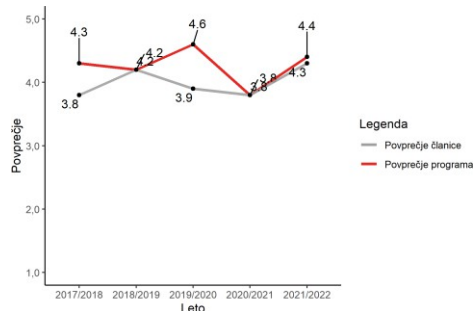
#### Exchanges are encouraged and supported.



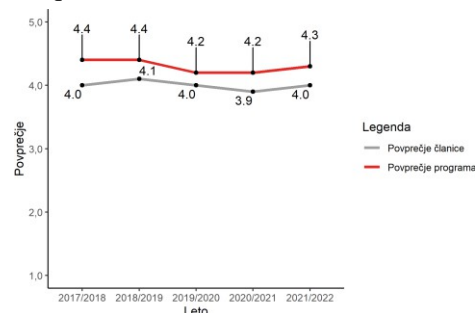
#### I have the possibility to take compulsory courses abroad.



#### Recognition of the ECTS is appropriate.



#### Professional support for international mobility is adequate.



Students report good opportunities and good information about international exchanges. The impact of the International Office is evident. Support for professor and student exchanges is good.

Exchanges are carried out through the Erasmus programme and bilateral exchanges. The International Office of the UL AG plans and implements all procedures related to student mobility. It regularly informs students about other international calls and exchange opportunities. Within the Erasmus network, students mainly

opt for an exchange in an extra (graduate) year. Individual teachers encourage students to join and participate in international festivals, competitions, seminars and other activities.

The covid-19 pandemic has had an impact on student and teacher exchanges again this year, but the impact is smaller than the year before.

### Support for internationalisation of studies - International students

|               |        | Število vpisanih tujih študentov v letnik po letih in načinu študija |         |         |         |         |
|---------------|--------|--|---------|---------|---------|---------|
|               |        | 2017/18  | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| Način študija | Letnik |  |         |         |         |         |
| IZREDNI       | 01     | 0  | 0       | 1       | 0       | 0       |
|               | 02     | 0  | 0       | 0       | 0       | 0       |
|               | 0A     | 1  | 0       | 0       | 0       | 0       |
|               | Vsota  | 1  | 0       | 1       | 0       | 0       |
| REDNI         | 01     | 11   | 16      | 12      | 6       | 10      |
|               | 02     | 4  | 10      | 12      | 14      | 8       |
|               | 0A     | 6  | 4       | 9       | 10      | 7       |
|               | Vsota  | 21   | 30      | 33      | 30      | 25      |

International students are successfully integrated into the SP. International students are well supported by the International Office of the UL AG and by individual teacher-mentors. Most of the courses are year-round, so foreign students on Erasmus exchange do not have the same opportunities.

Covid-19 has not had a negative impact on the number of international students.

### Support for internationalisation of studies - Internationalisation

Internationalisation is supported by the International Office of the UL AG, by the management, by the Vice-Dean for International Activities and by individual teachers.

### Assessment or evaluation

International activities strengthen the competences and broaden the horizons of our students and teachers. A good example of internationalisation is the AG Summer School, which brought together students and lecturers from abroad and from Slovenia.

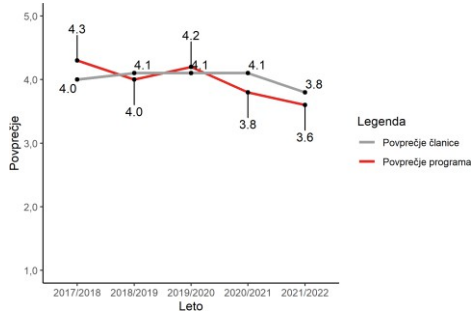
### Opportunities for improvement

- Reflection on the organisation of the promotion of studies at UL AG abroad.
- Systematising the reporting of international activities of individuals by setting up an online a form to that effect.
- A short written presentation of the items in English, available when browsing the list and the timetable of courses offered by enrolment.

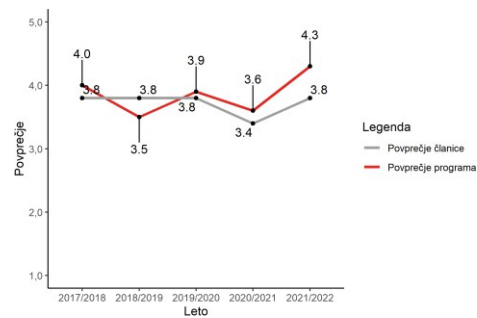
## 5. No STUDY EFFICIENCY AND EFFECTIVENESS: Providing support, encouraging students to study

### Providing support, encouraging students to study - In connection with the implementation of the study programme process

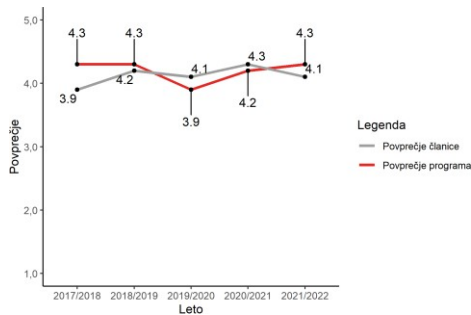
#### Overall, I am satisfied with my studies.



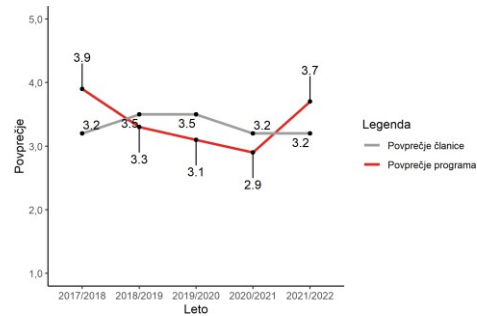
#### Information about the study process on time.



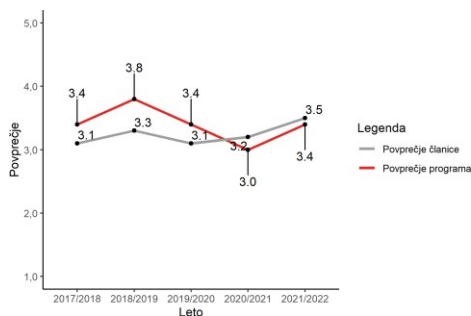
#### I was offered suitable electives from other UL faculties/academies.



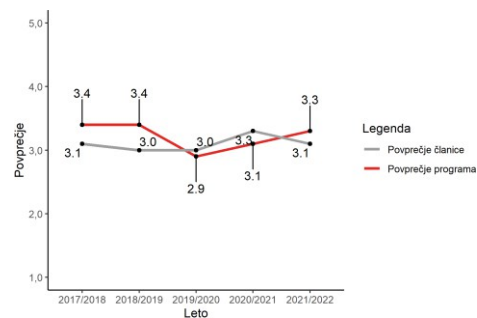
#### During my studies, I have got to know a fair number of external institutions (through excursions, invitations to seminars, etc.).



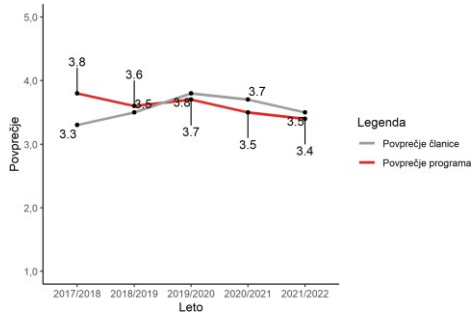
#### If I need a tutor, I know who I can contact I turn around.



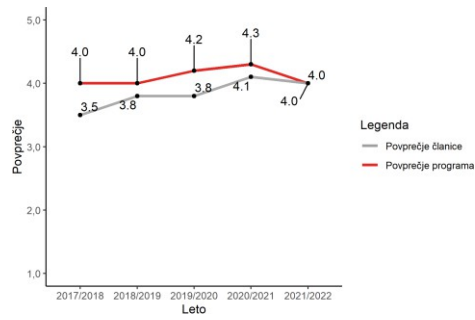
#### I know who I can turn to for career advice.



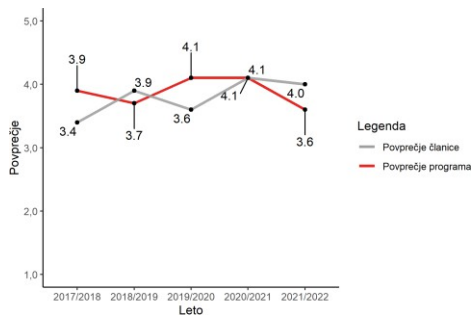
**The Student Office opening hours are convenient.**



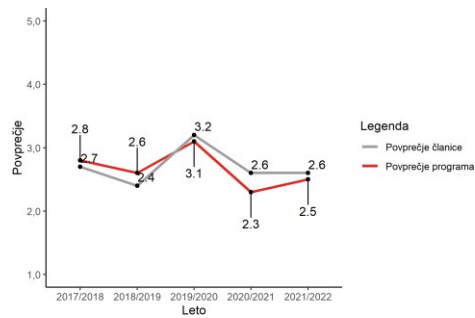
**The Student Office staff are responsive and effective.**



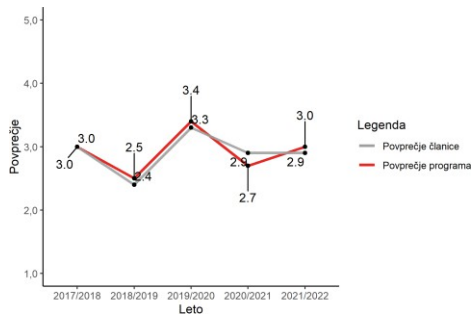
**The staff of the Student Office have the right attitude towards students.**



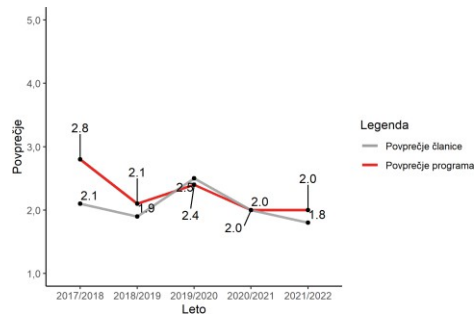
**Facilities for lectures, rehearsals and other forms teaching work are adequate.**



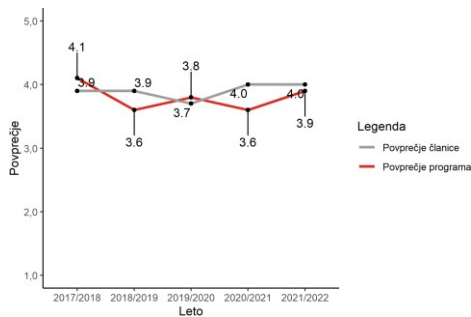
**Equipment for lectures, tutorials and other forms of instruction teaching work is adequate.**



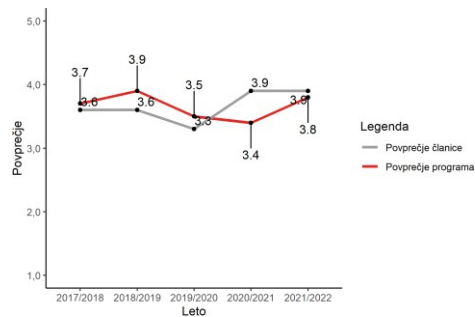
**Sufficient space for individual learning (reading rooms, classrooms, seminars, etc.).**



**The volume of literature is adequate.**

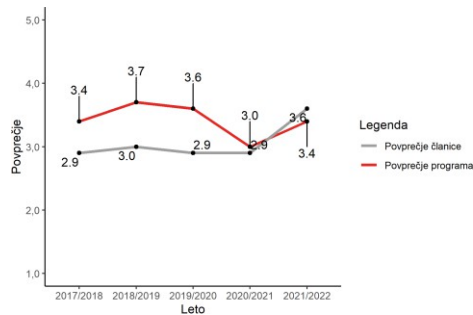


**The accessibility of the literature is adequate.**

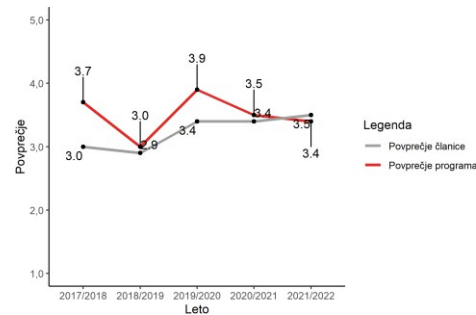




### The library staff can advise me on literature search.



### Z wireless Network I am satisfied/satisfied.



We support students through various forms of student tutoring: introductory tutoring, subject tutoring, tutoring for foreign students (Buddy System) and more. Student tutors register for a credit-bearing and graded Tutoring course.

In cooperation with the UL Career Centres, group and individual preparation for the labour market is offered to UL AG students. We have a career counsellor who is familiar with the specificities of the AG job market. The UL Career Centres have a POPR (Portal of Personal and Professional Development) event notification system. Students sign up and subscribe to notifications via their digital identity. All extra-curricular and interest activities of the UL are presented here.

Students are regularly informed on the UL AG website about additional training courses on music and other topics, art, career paths and broader topical issues.

The Student Affairs Office is available during office hours (Monday and Wednesday: 12.30 - 15.00, Tuesday and Thursday: 9.00 - 11.30, Friday: 9.00 - 11.30) and via email.

The UL AG VIS student information system offers students the opportunity to express their opinions on the quality of teaching and the school's performance through anonymous surveys. In 2021, the number of completed surveys was too low for the management to be able to gauge the overall opinion of the students. There is a need to ensure that more surveys are completed and to take their content into account in quality improvement measures. A wide range of elective courses is available to students. Better support, as well as better and timely information, on the range of elective courses is needed.

### Supporting, encouraging students in their studies - Practical, professional, research or artistic work (1st and 2nd cycle)

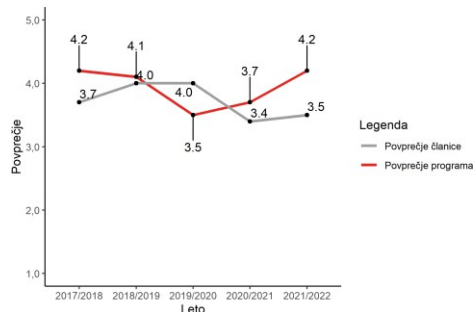
The activities are carried out on a fee-paying basis by the UL AG with the organisational support of the Public Relations and Marketing Department. Interested students gain experience in more commercial-type performances (tailored to the client's wishes) and in the independent preparation and performance of high quality. It is also a way of promotion and a way of making friends for the future. The events are mostly held in the framework of the University of Ljubljana and its members. Students are remunerated in accordance with the tariff set by the UL.

### Providing support, encouraging students in their studies - Scientific, research, etc. Work of art (Level 3)

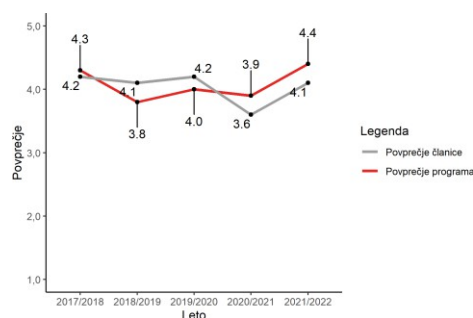
This is the self-evaluation of the Level 2 SP, and the question provides guidance for Level 3. Nevertheless, there are many opportunities at Master's level to encourage and involve students in scientific, research and, above all, artistic work and projects. Most students are involved in artistic projects. The production of a Master's thesis is the best example of encouraging students to engage in scientific research activities. In this area, it is worth continuing efforts to raise the criteria and quality of master's theses.

## Providing support, encouraging students to study - Study activities

### I have a good choice in my studies sports activities.



### Z How works of the student Council I am Satisfied.



Students report positive feedback on extracurricular activities in surveys. Students are relatively satisfied with the functioning of the Student Council. However, relatively few students are active in the Student Council, compared to the number of students enrolled.

## Providing support, encouraging students to study - Special help

We do not have a direct service for special help for students. In cases of financial and social hardship, students' needs are addressed by the relevant UL AG committees, and assistance is also organised by UL AG student organisations. In cases of greater hardship, students are provided with information on where they can get additional help. A student with a special status is a student who has the status of a student athlete, a recognised artist or a student with special needs. The procedures, rights and obligations of students with special status are defined in the UL Regulations on Students with Special Status.

## Assessment or evaluation

At UL AG, progress can be observed in many segments of support for students during their studies (international art projects, event recording, numerous seminars and workshops, tutoring, papers, etc.). The quality of the curriculum and support is growing and is mostly comparable to similar institutions abroad. This is also confirmed by student surveys.

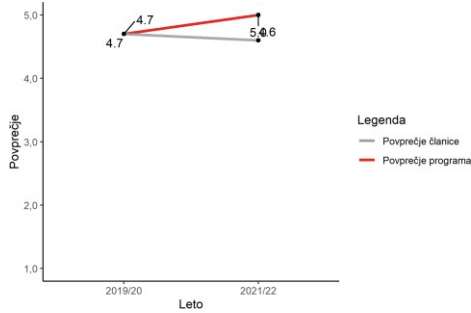
## Opportunities for improvement

- Standardisation of the guidelines for the application and preparation of the Master's thesis, with the addition of a minimum scientific research element criterion.
- Presentation of the UL Career Centres and the Career Adviser to first-year students at the start of the academic year.
- Extend office hours or adjust them to the times when students most frequently visit the Student Affairs Office.

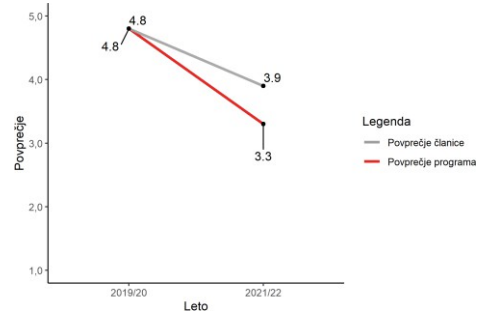
## 5.d STUDY PERFORMANCE AND EFFECTIVENESS: Practical training for students

### Practical training for students - Organisation

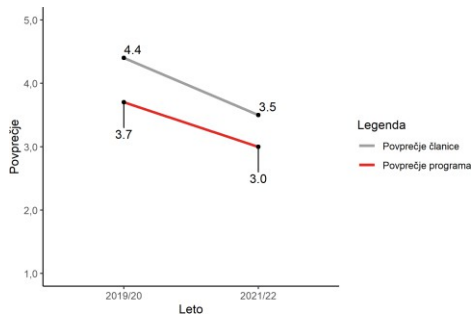
**We have a satisfactory supply of external institutions for a study placement**



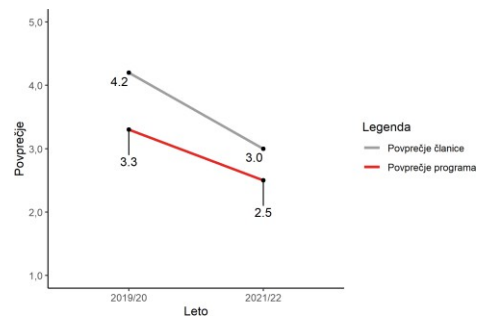
**Share of faculties/academies when looking for a traineeship**



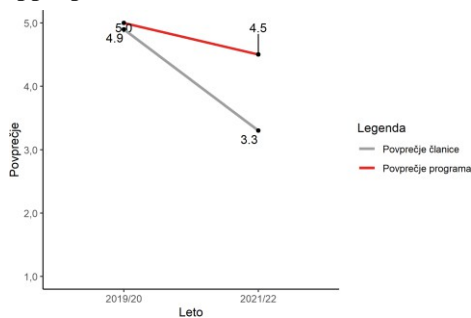
**I have been given sufficiently detailed instructions on how to complete a traineeship**



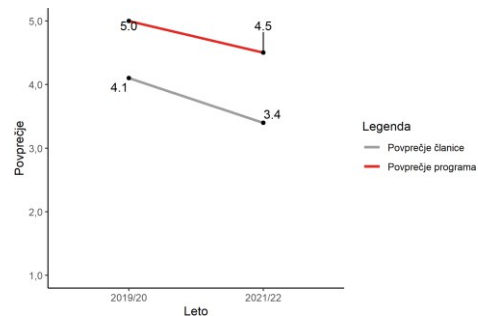
**The placement coordinator at the college gave me useful information before the placement and useful feedback after the placement**



**The way the traineeship was carried out was appropriate**



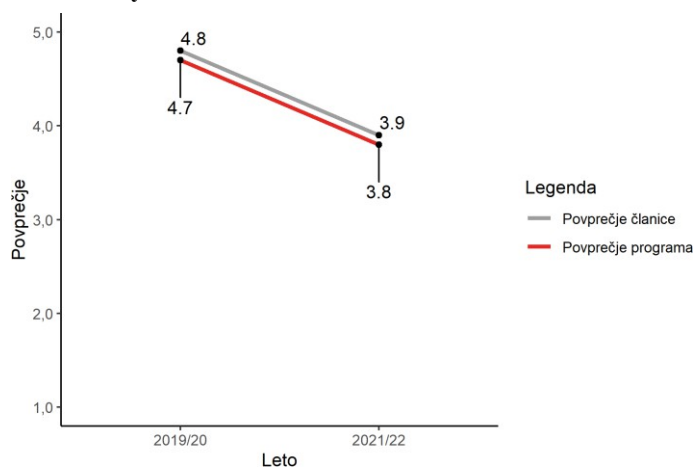
**The length of the traineeship is appropriate**



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## Practical training for students - Competences and learning outcomes

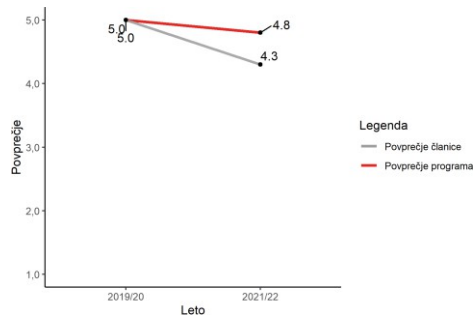
**The study placement has enabled me to complement my professional knowledge and skills in my chosen field of study**



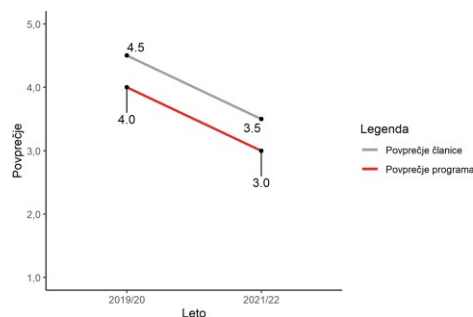
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## Practical training for students - Mentors

**My mentor at the external institution provided me with the appropriate mentoring support during your traineeship**



**Coordinator of practical training at faculty has worked effectively with a mentor in to an external institution**



/

## Practical training for students - Organisations

/

## Practical training for students - Adequacy of design and delivery

/

## Assessment or evaluation

/

## Opportunities for improvement

This area is linked to the proposed action to establish an orchestral academy. An opportunity for improvement is the organisation of an independent learning unit in cooperation with an external institution (e.g. an orchestra).

## **5.e STUDY PERFORMANCE AND EFFECTIVENESS: Promoting the professional development of staff and participants**

### **Promoting the professional development of staff and collaborators implementing, supporting SP - Career Development**

Teaching and administrative staff have access to a variety of training courses and training provided by the UL. Teachers also have the opportunity to broaden their horizons at workshops and seminars organised by departments, chairs or individual teachers. The International Office informs staff about teaching and training opportunities abroad.

### **Promoting the professional development of staff and collaborators implementing, supporting SP - Training for pedagogical competences**

We do not have data on the acquisition of additional teaching competences by higher education teachers and staff. We have various training courses, seminars, etc. available to our staff. Training in pedagogical competences is offered less frequently than other types of training.

### **Promoting the professional development of staff and collaborators who implement, support SP - International mobility**

In 2021/2022, there were 8 outgoing and 18 incoming international mobilities among teaching staff. In the professional/administrative staff, there was one outgoing and one incoming mobility. International mobility activities continued to be affected by the situation related to the pandemic covid-19, although to a lesser extent than in the previous year.

### **Promoting the professional development of staff and collaborators who implement, support SP - Scientific research and development work**

Research in the field of music and the arts relevant to this study programme is not well developed. Measures are being developed to encourage and support higher education teachers in their research work.

### **Promoting the professional development of staff and collaborators who implement, support SP - Organisational climate**

The organisational climate is improving. The relocation of most of the AG's activities to the renovated premises has given a boost to the work of all employees. With the improvement of the material conditions, the gradual optimisation of the organisation (processes are being digitised and improved) and the dedicated work of the Academy's management, the proactivity and, above all, the satisfaction of the employees is visibly improving.

### **Promoting the professional development of staff and collaborators who implement, support SP - Staffing structure**

The staffing structure is largely linked to funding and is therefore mainly deficient in some areas. The recent investment in professional/administrative staff is positive. Some professional services, some teaching staff and members of the management team are still severely overstretched. There is a wide variation in the contribution and effectiveness of individual staff members, both among teaching and professional (administrative) staff.

### **Assessment or evaluation**

A wide range of further training opportunities is gradually contributing to additional competences for teaching and administrative staff. There is a lack of systemic levers to encourage staff to undertake further training.

### **Opportunities for improvement**

- Introduction of the criterion or condition PROFESSIONAL DEVELOPMENT (further education and training in the acquisition of additional teaching competences) in the regular three-year selection procedure.  
staff promotions.
- Obtaining regulations from competing EU institutions on the teaching load of individual teachers and proposing changes based on good practice.

## **6. Monitoring and development of the SP and preparation of the self-evaluation report**

### **Preparation of the self-evaluation report - Stakeholders**

We have tried to involve all stakeholders in the discussions. Higher education teachers, professional services and students are involved in departmental meetings, departmental and professional council meetings. Communication took place in person, by email, by phone and in online meetings (Zoom).

Students' suggestions and observations are expressed through the AG Student Council, student surveys and directly in the classroom. The opinions of the professional staff are expressed at the meetings of the Chairs, the Senate and the Dean's Extended College, as well as by e-mail and in individual discussions with the members of the Quality Committee of the UL AG.

Employers are involved in the Strategic Council and in orchestras, ensembles and other institutions with which both students and employees of UL AG participate. Reflection and involvement of other stakeholders and the wider environment is mainly through public events and artistic projects organised by UL AG.

### **Preparation of the self-evaluation report - Preparation process**

The self-evaluation report is prepared by the administrator of the SP, Assoc. Prof. Gal Faganel, and reviewed by the members of the Quality Committee of the UL AG, the administrators of the strategic activities and the management of the UL AG. The self-evaluation report is approved by the Senate of the UL AG.

### **For joint degree programmes only: Method of preparation and organisation**

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## REVIEW OF THE IMPLEMENTATION OF ACTIONS AND SUGGESTIONS FOR IMPROVEMENT

| Actions from the previous self-evaluation   | Status of the action                 | Further explanation of implementation   |
|---|--------------------------------------|---|
| Conduct a comprehensive survey on graduate recruitment over the past 10 years.  | remains at the level of the proposal |   |
| Formation of a working group to develop music and artistic research.  | remains at the level of the proposal |   |
| For individual examinations, students are informed of a timetable or schedule with at least approximate timing.<br>Consideration of setting up examination deadlines linked to the date of the lecture. | partially implemented                | The measure is implemented in some departments.   |
| Annual training for new students on the use of the Academy of Music Student Information System (first day of the academic year)   | remains at the level of the proposal |   |
| Preparation of the form for the formative assessment of the examination in the main subject   | remains at the level of the proposal |   |
| Preparation of short written presentations<br>all courses in English  | remains at the level of the proposal |   |
| Setting up an online form for reporting international (and potentially all external) activities.  | remains at the level of the proposal |   |
| Presentation of the UL Career Centres and the Career Adviser to first-year students at the start of the academic year.  | remains at the level of the proposal |   |
| Encouragement to enrol in the optional course Tutoring.   | partially implemented                | It is encouraged, but the measure is not sufficiently defined to be measurable.   |
| Encourage students to complete surveys and ensure their anonymity.  | partially implemented                | It is encouraged, but the measure is not sufficiently defined to be measurable.   |
| Extend office hours or adjust them to the times when students most frequently visit the Student Affairs Office.   | remains at the level of the proposal |   |
| Setting up a programme and frequently optimising the room reservation system.   | partially implemented                | The system is in place, but needs optimisation because currently teachers can only book a limited number of pre-defined spaces. |
| Addition of the item 'training, education, further training' to the annual interview form   | remains at the level of the proposal |   |

| Key improvements and good practices in the past period                        | Explanation of the impact on quality                  |
|---|---|
| Completion of the renovation and move to new premises in the renovated Casino | incomparably better working conditions                |
| Improving the room reservation system   | less spatial unpredictability in the teaching process |
| Improving student information on the tutoring system                          | students find it easier to find help                  |

|    | Opportunities for improvement  | Key weaknesses  | Key dangers   | Objective (i)   | Proposals for action**  | Responsible person within the Member  |
|----|--|---|---|---|---|---|
| 2. | Enlarge options/opportunities these students for internship/experience performance.  | Most students in as part of the study of the programme distinctly too few experience performance. | Unprepared student on performing, non-development Key SP competences      | Students have the academic year 2023/24 possibility performing at regular (weekly) Organised by performances. | Regular organised optional performances for Students  | Departments and Department.   |
| 2. | Creating clear criteria and requirements for the Master's degree the task of by General competence "The ability artistic research." Research the element should be condition for approval titles/topics Master's theses. | Some Master's theses with unprofessional without research elements or added values pods           | Graduates without general Competences those men fundamental objectives SP | Professionally written Master's theses with for research elements and added value pods                        | In the instructions for preparation Master's theses tasks clearly saved criteria and requirements for confirmation title (topic) and for the production of Masters tasks that Includes element research, until October 2023 | Vice-Dean for Study Matters, Commission for scientifically- Research activity |
| 3. | A thorough overview of learning optional plans objects, because in   | Some content optional subjects is partly duplicate/overlap  | Ineffective time consumption students and of teachers due                 | The contents of the optional items are not duplicate/overlap o with others                                    | Thorough an overview of all curricula optional  | Commission for Study Matters, Vice-Dean                                       |



|  |   |                              |  |                |   |   |
|--|---|------------------------------|--|----------------|---|---|
|  | <p>in some cases partially duplicated the content of the compulsory subjects.</p> | <p>o with others objects</p> | <p>to Duplication content in two subjects.</p> | <p>objects</p> | <p>objects from in order to Search overlaps content between various Objects. Change curricula to avoid overlap content.</p> | <p>for Study Matters, carriers subjects</p> |
|--|---|------------------------------|--|----------------|---|---|

|    |   |  |  |  |   |   |
|----|---|--|--|--|---|---|
| 4. | Ensure that the AG website is mobile-friendly.  | The AG website does not appear to be fully optimised for mobile devices.   | Difficult communication due to a website that is not optimised for mobile devices.                   | The AG website is fully optimised for mobile devices.  | Viewing the full content of the website on a mobile device to optimise the display  | Informatics Service, Vice-Dean for Quality                                |
| 4. | Better information on optional subjects (on AG and on other faculties). Better information on the content of the optional subjects. Currently to students in a set of optional objects visible the title of the course, and the curricula are deep on the web pages and by students harder to find. We need a shorter description (up to 75 words) optional content subjects. | Students are incomplete and Too late informed about the recruitment optional subjects and their content  | Students are opt for enrolment of electives subjects the last moment on the basis of incomplete data | Students are decide to enrol optional subjects on the basis of a complete and timely information on a set of optional objects, their content and timetable | On closed pages of the website Pages 30. June (for October) students see announcement of optional objects from the timetable and shortly Description individual of the subject (up to 75 words) | Commission for Study Matters, Student paper, Vice-Dean for Study Matters, |
| 4. | Validation dates individual exams and information students at the same time by validating lecture timetables individual subjects.   | Students are incomplete and Too late informed of the dates of the examinations for individual subjects. Students are faced with term conflicts also due to Subsequent changes to the examination years |  | The examination deadlines are confirmed and published before the day on which it is possible enrolment in courses for next academic year period.           | Explanation issues teachers, Preparation timeline for validation exam dates in parallel with validating timetable items for following study   | Commission for Study Matters, Student paper, Vice-Dean for Study Affairs  |

|     |   |   |  |   |   |   |
|-----|---|---|--|---|---|---|
|     |   |   |  |   | period (approximately one a year in advance).   |   |
| 5.a | Launch of a systematic monitoring populations students after individual Directions. | Data on throughput and completion of studies after directions are not on available. Without this of the data is difficult monitor quality implementation of the learning of the process after |  | Data on throughput and at the end of your studies in the annual indicators are collected and show the following individual Directions Based on of these data is maybe | Every year paper prepared by information on passability and on the conclusion of study after individual study | Student paper, The Secretary, Vice-Dean for Study Affairs |

|         |   |   |  |  |  |  |
|---------|---|---|--|--|--|--|
|         |   | individual directions.  |  | monitoring the quality of studies by field of study.   | directions until 1.11.   |  |
| 5.<br>b | Reflection on regular weekly the subject taught orchestra to avoid overload during orchestral projects. | Students at the subject orchestra are at the time orchestral the project's timing and Physical overloaded. Students at the subject orchestra in 3-5 years of study experience a relatively low number orchestral works. |  | Lessons in the subject the orchestra takes place regularly, weekly, with Occasional timetable deviations in concert times. Students learn about at least three orchestral concert programmes per year. | Reflection on change the way you work of the orchestra in towards regular weekly exercises (2x3h) and increase of the annual repertoire  | carrier subject The orchestra of the Assoc. Prof. Simon Dvoršak, Vice-Dean for artistic Matters, Vice-Dean for Study Affairs |
| 5.c     | Reflection on to study promotions at AG Abroad.   | UL AG has relatively small visibility and visibility in abroad  | Competition in attracting quality students from of foreign countries is large (Graz, Salzburg, Klagenfurt, Zagreb, Novi Sad, Belgrade, Budapest, Trieste). | UL AG is visible and a renowned institution in all neighbouring countries, in Romania, Bulgaria, and in the remaining countries on Balkans.  | Organisation presentation UL AG on secondary music schools in Neighbouring countries, in Romania, Bulgaria, and on Balkans. Send to promotional materials (physical and electronic) to medium music schools in neighbouring countries, in Romania, Bulgaria, and in the rest countries on Balkans. | International Office, Vice-Dean for quality and International activity   |

|     |   |  |  |  |  |  |
|-----|---|--|--|--|--|--|
| 5.c | <p>Systematising reporting international activities individuals with by setting up online form in this purpose.</p> | <p>International office consumption</p> <p>lots of energy for</p> <p>data collection on international artistic, pedagogical and Research activities.</p> |  | <p>International the office will spend less time for</p> <p>data collection on international activities employees and Students. There is a document with all International activities by employees and students on a regular basis</p> | <p>Preparation of the form (1ka or google forms) for recording All international activities employees and Students. For incentives are organised by draw for</p> | <p>International Office,</p> <p>Vice-Dean for quality and International activity</p> |
|-----|---|--|--|--|--|--|

|     |   |   |   |   |  |  |
|-----|---|---|---|---|--|--|
|     |   |   |   | complement. Staff and students are regularly encouraged to record their international activities. | an award (e.g. travel expenses paid to attend an international conference or similar)  |  |
| 5.c | A short written presentation of the courses in English, available when viewing the list and timetable of courses available by enrolment.                      | Foreign students find it harder to understand the details of some course content<br>Online translators do not translate well from Slovenian               |   |   |  |  |
| 5.č | Standardisation of the guidelines for the application and preparation of the Master's thesis, with the addition of a minimum scientific and research element. | Several different documents provide guidance on how to apply and prepare your Master's thesis. The different documents are not consistent in all details. |   | Uniform guidelines for the application and the thesis.  | Review all the documents relating to the application and the production of the Master's thesis. Alignment and clear presentation of all instructions in one document | the Commission for Scientific and Research Activities, the Vice-Dean for Student Affairs, the Vice-Dean for Scientific and Research Activities |
| 5.č | Presentation of the UL Career Centres and the Career Adviser to first-year students at the start of the academic year.  | Students are not aware of the career guidance opportunities offered by UL.  | Students are unaware of career opportunities and challenges.              | Students are aware of the career guidance opportunities offered by UL. October 2023               | Systematically informing new students at the start of the academic year about the career guidance opportunities offered by UL.                                       | International Office Vice-Dean for   |
| 5.č | Extend office hours or adjust them to the times when students most frequently visit the Student Affairs Office.   | Students have week only available 12.5 Student Office Hours.  | Students have difficulty accessing the help offered by the Student Office | Student help desk more accessible to students   | An additional afternoon term or extension of the morning office hours, to a total of 15 hours.   | Secretary, Student Office  |

|     |  |  |   |  |  |                                      |
|-----|--|--|---|--|--|--------------------------------------|
| 5.d | This area is linked to the proposed  |  |   |  |  |                                      |
|     | a measure to set up an orchestral academy. An opportunity for improvement is the organisation of an independent learning unit in cooperation with an external institution (e.g. an orchestra). |  |   |  |  |                                      |
| 5.e | Introduction of a criterion or condition PROFESSIONAL DEVELOPMENT (further education and training to acquire additional teaching competences) in the regular three-year promotion process.     | There are no systemic incentives for further training of staff.                                    | Employees do not receive professional development, further education or training. During an employee's working life, areas of expertise change, which, without systemic incentives, can lead to inefficiency. | Professional development (further training) is one of the headings in the Annual Interview Form and one of the criteria or conditions for regular promotion. | Inclusion of a section on professional development (continuing training) in the Annual Interview Form. Establishing professional development (continuing training) as a condition for regular three-yearly promotions. | Dean, Secretary                      |
| 5.e | Obtain regulations from competing EU institutions on the teaching load of individual teachers and propose changes based on good practice.  | Extremely expensive study programme due to the relatively low teaching load of individual teachers | Extremely expensive study programme due to the relatively low teaching load of individual teachers  | Teaching workload of individual tuition teachers is comparable to EU peers.  | Obtain a sample of regulations of competing institutions in the EU on the teaching load of individual teachers and develop a proposal for change at UL AG based on good practices.                                     | Dean, Vice-Dean for Academic Affairs |

## MUSIC PEDAGOGY (1000000)

## MUSIC PEDAGOGY (1000950)

### 1. General information SP

#### Information about the study programme administrator(s)

1. Dr Branka Rotar Pance, Associate Professor
2. Dr Branka Rotar Pance, Associate Professor

#### Name of the study programme

1. Music pedagogy
2. Music pedagogy

#### Study programme level

1. first stage
2. second stage

#### Type of study programme

1. University
2. Master's degree

#### Study delivery method

1. full-time, part-time
2. full-time, part-time

#### Teaching programme

1. Yes
2. Yes

#### Additional description

1. University higher education (first Bologna degree)/University higher education education (first Bologna degree)
2. Master's degree (second Bologna degree)/Master's degree (second Bologna degree)

#### Name of the Member(s) involved in the implementation of the study programme

1. UL Academy of Music
2. UL Academy of Music

#### Study year

2021/2022



## **2. The main objectives of the SP and the competences expected of graduates**

### **Core objectives 1.**

The main aim of the first cycle Music Pedagogy programme is to train students to plan and implement music education and choral singing at primary and secondary level of general education and pre-school level programmes in music education under the supervision of a teacher. It also trains the student to plan and implement programmes for other target groups in the field of non-formal education and to work in a team with teachers, parents and other professionals. Upon successful completion of the programme, the graduate is qualified to continue his/her studies in the second-level Master's degree programme in Music Pedagogy, which provides him/her with the competences to independently pursue the profession of a music teacher in general education (primary school, secondary school) and in music education (pre-school level programmes, music education and solfeggio in music school). The acquired competences also enable him/her to work in professional cultural institutions (organisation and management of music and cultural events), in the amateur music sector (choir conducting, music animation, management of music activities) and in the media (working in editorial and editorial offices of various media in connection with music and music education).

### **2.**

The objectives of the programme are to train graduates to work in the field of music education.

The learning outcome will be the qualification of graduates to teach independently in primary and secondary general education, to lead school choirs and to teach at pre-primary and primary level in music schools. It also trains them to plan and implement programmes independently for other target groups in the field of non-formal education and to work in teams with teachers, parents and other professionals.

### **General competences of the graduate**

#### **1.**

- In-depth synthetic, analytical, creative thinking and problem-solving, flexible putting what you know into practice,
- autonomy, (self-)criticality, (self-)reflexivity, (self-)evaluation and the pursuit of quality,
- general knowledge, ability to communicate with experts in other professional and scientific fields,
- initiative/ambition, the value of continuous personal development and professional development,
- organisational and management skills,
- sensitivity (awareness) for the natural and social environment, national culture, heritage, identity, multiculturalism and non-discrimination,
- information literacy, the use of ICT in education,
- ability to manage time, to plan independently, to self-monitor the implementation of plans.

#### **2.**

- in-depth synthetic, analytical, creative thinking and problem-solving, flexible putting what you know into practice,
- autonomy, (self-)criticality, (self-)reflexivity, (self-)evaluation and the pursuit of quality,
- general knowledge, ability to communicate with experts in other professional and scientific fields,
- initiative/ambition, the value of continuous personal development and professional development,
- organisational and management skills,

- sensitivity (awareness) for the natural and social environment, national culture, heritage, identity, multiculturalism and non-discrimination,
- information literacy, the use of ICT in education,
- ability to manage time, to plan independently, to self-monitor the implementation of plans,
- knowledge and understanding of social systems, especially processes in education,
- ability to work in a collaborative/team environment,
- Communicating in a foreign language,
- sensitivity/openness to people and social situations,
- knowledge and understanding of the developmental patterns, differences and needs of the individual,
- knowledge of educational concepts, their philosophical and historical foundations,
- knowledge and understanding of institutional frameworks (requirements, legislation, documentation needs, legal aspects of educational work),
- understanding individual values and value systems, managing professional-ethical issues.

### **Subject-specific competences**

1.

- In-depth knowledge, understanding and application of contemporary music-didactic philosophy and established music-didactic concepts in general and music education,
- in-depth understanding and applied use of general curriculum theories and general didactic, pedagogical, pedagogical and psychological knowledge, skills and abilities in formal and informal forms of music education,
- in-depth knowledge, understanding and application of the curricula for primary and secondary music education and pre-school music education, music education and solfeggio in music school,
- in-depth knowledge, understanding and application of the curriculum for school choirs,
- interdisciplinary integration of content,
- developing action research on the use of didactic materials and musical repertoire,
- pedagogical classroom management,
- organising active and independent learning,
- independent evaluation of pupils'/ students' musical achievements,
- independent evaluation of the creative activities of school choirs,
- adapting musical activities and educational approaches to individual, social and cultural diversity,
- the formation of the professional self-image of the future teacher as a dynamic and creative representative of music,
- developing aesthetic sensitivity to a good sound environment,
- in-depth knowledge, understanding and application of music professional knowledge, skills and skills in school choir conducting,
- a deeper knowledge of the repertoire for school choirs,
- the ability to express oneself artistically in the choral field,
- Awareness of the phenomenon of music and its diverse manifestations,
- a deeper understanding of music in its artistic, scientific and technical domains,
- mastering the language of music through the dynamic and creative use of music theory, history and reproductive fields,
- knowledge, understanding and application of music-theoretical and design skills,
- developing listening and music-reading skills and musical memory,
- knowledge and understanding of world and Slovenian music history,
- knowledge, understanding and appreciation of musical works from world and Slovenian music literature,

- developing a wide range of functional uses for reproductive objects in music activities in formal education and other forms of musical participation,
- the ability to make music individually and as a group,
- developing musical independence
- Awareness of the values of Slovenian and world music culture, knowledge, understanding and use of various methods of evaluation of musical achievements.

2.

- in-depth knowledge, understanding and application of contemporary music-didactic philosophy and established music-didactic - concepts in general and music education,
- in-depth understanding and applied use of general curriculum theories and general didactic, pedagogical, pedagogical and psychological knowledge, skills and abilities in formal and informal forms of music education,
- in-depth knowledge, understanding and application of the curricula for primary and secondary music education and for pre-primary music education, music education and music education.  
solfeggio in music school,
- in-depth knowledge, understanding and application of the curriculum for school choirs,
- interdisciplinary integration of content,
- developing action research on the use of didactic materials and musical repertoire,
- pedagogical classroom management,
- organising active and independent learning,
- independent evaluation of pupils'/ students' musical achievements,
- independent evaluation of the creative activities of school choirs,
- adapting musical activities and educational approaches to individual, social and cultural diversity,
- the formation of the professional self-image of the future teacher as a dynamic and creative representative of music.
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- in-depth knowledge, understanding and application of music professional knowledge, skills and skills in school choir conducting,
- a deeper knowledge of the repertoire for school choirs,
- the ability to express oneself artistically in the choral field,
- Awareness of the phenomenon of music and its diverse manifestations,
- a deeper understanding of music in its artistic, scientific and technical domains,
- mastering the language of music through the dynamic and creative use of music theory, history and reproductive fields,
- knowledge, understanding and application of music-theoretical and design skills,
- developing listening and music-reading skills and musical memory,
- knowledge and understanding of world and Slovenian music history,
- knowledge, understanding and appreciation of musical works from world and Slovenian music literature,
- developing a wide range of functional uses for reproductive objects in music activities in formal education and other forms of musical participation,
- the ability to make music individually and as a group,
- developing musical independence
- Awareness of the values of Slovenian and world music culture, knowledge, understanding and application of different methods of evaluating musical achievements

## Core objectives of the study programme and expected competences of graduates - Changes

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### **The main objectives of the study programme and the expected competences of graduates - Monitoring the achievement of objectives and competences**

In-depth and analytical monitoring of the achievement of the objectives at the study programme level has been encouraged by the completion of the sample evaluation of the study programme by NAKVIS in the academic year 2020/21. In a two-phase process, we received guidance on the monitoring of the programme objectives and competences, both from the external rapporteur appointed by the UL, as well as from the NAKVIS evaluation team and in the approved final evaluation report for both the first cycle (hereinafter referred to as GP 1) and the second cycle (hereinafter referred to as GP 2) Music Pedagogy degree programmes. Due to the close links between the first-cycle and second-cycle programmes in Music Pedagogy, the two programmes were merged into a single procedure, both in the visit of the NAKVIS evaluators and in the final report. The self-evaluation report for the academic year 2020/21 therefore provides very similar answers to certain questions raised and in certain segments adds specific findings on the monitoring of the objectives and competences of the first cycle study programme in music pedagogy.

Competences were studied in a research thesis of music pedagogy students presented at the 5th International Student Forum at the Academy of Music in Pula (Keršič and Križnar, 2019. *Competence and learning outcomes in music teacher training*). Achievement of competences has also been studied by higher education teachers, with a particular focus on digital competences of future music teachers. The approval of the new elective course Didactic Use of Communication and Information Technology in Music Teaching, launched in the academic year 2022/23, has given students the opportunity to develop didactic competences in a more effective and targeted way, in relation to the European reference framework DigCompEdu.

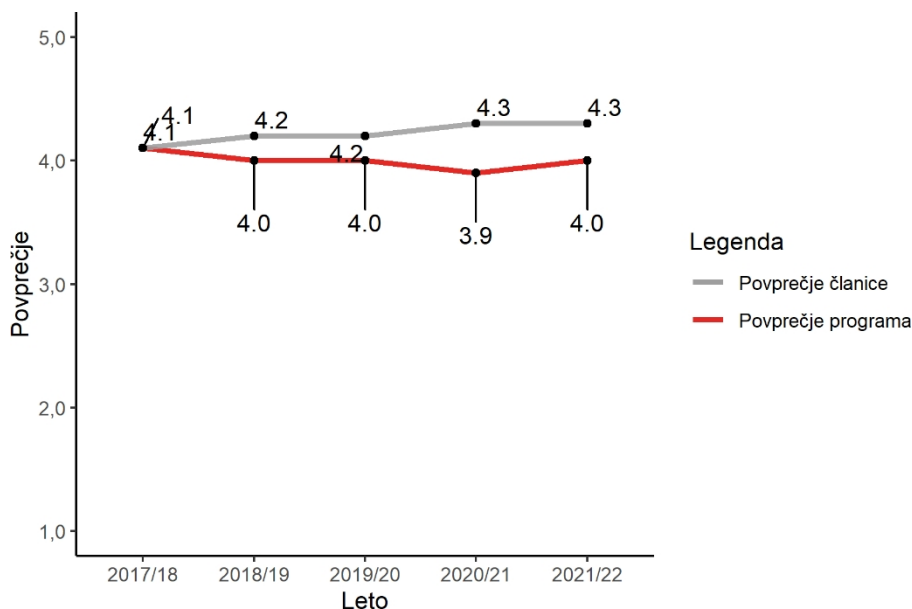
At the level of the study programme, the achievement of the competences is monitored through student surveys, the involvement of a student representative in the Music Pedagogy Department meetings, the discussion of the topic among the professors.

- members of the Music Pedagogy Department at departmental meetings. At the AG level, they are discussed at the Quality Commission and other bodies of the institution (UL AG Senate, various committees). Among external stakeholders, the achievement of the objectives and competences is monitored mainly through the implementation of teaching practices, through interviews with the mentor teachers and head teachers of the VIZs where the teaching practice takes place, and through the discussion of the business report among the members of the Strategic Council of the UL AG. Every year, potential employers approach the Head of the Department of Music Pedagogy and the administrator of the study programme with their staffing needs for teachers of musical arts in primary schools, teachers of M.A. music pedagogy in secondary education and teachers of M.A. music pedagogy in music education, which also indirectly enables us to monitor the objectives and competences of the study programme. Under the guidance of their mentors, students are invited to participate actively in various projects by various associations and institutions, which enables us to monitor the achievement of the objectives and competences of the programme also in the context of non-formal music education.

Indirect monitoring of the objectives and competences of the study programme is made possible by the choral activities of students - choirmasters of various choirs outside the AG. In connection with their research work, this area is studied and monitored by university teachers with scientific and artistic habilitation.

## The main objectives of the study programme and the expected competences of graduates - Assessment of the achievement of objectives and competences

To what extent have you acquired the expected competences in the course? (Post-exam survey)



The design and implementation of the SPP enables the achievement of the core objectives of the SPP and the competences of the graduates. This was also noted by the NAKVIS evaluation team in their final report, where they highlighted among the strengths:

- "We see the Music Pedagogy I and II programmes as being well connected to the environment, as the students are quickly and meaningfully introduced to the labour market through mentors;
- We have observed a high-quality and meaningful educational vertical, which is important for the understanding of the overall profile of the Bachelor and Master of Music Education ...
- Updating of content in both programmes is in line with professional competences and provides students need confidence and persuasiveness ...
- The study programme offers a broad range of skills, and students enter the labour market with a wealth of useful competences."

In the final report, the NACVIS evaluation team identified opportunities for improvement relating to the formal recording of discussions on the achievement of the objectives and competences of the SP with various stakeholders, which we have already started to implement in the academic year 2020/21. She pointed out that we need to work on increasing the responsiveness of students to the annual surveys and informing them of the opportunities for improvement that they can contribute to by completing the survey questionnaires. The NACVIS expert group also highlighted the entry competences for the study of music pedagogy, the need to study them, to monitor students' development and progression to higher years in relation to the entry competences and the success of their studies. Guidelines were also given for the communication of the annual self-evaluation report to the various stakeholders, which we have started to implement in the academic year 2020/21.

Comparing the results of the post-examination surveys over the last five years is therefore problematic due to the changed circumstances of the implementation of the study process in the summer semester of the academic year 2019/20 and the entire academic year 2020/21 compared to previous academic years. The internalisation of the objectives and the level of achievement of the competences of the study programme are highly individualised. A very small number of students have so far responded to the post-examination surveys (problems of low numbers for statistical calculations, yearly SD results). In addition, students

assess the acquired competences and the achievement of the objectives of the SP more objectively after further studies in the second cycle Music Pedagogy programme, after graduation and after entering the labour market and the first years of professional activity.

In the academic year 2020/21, all study programmes have been confronted with changed learning environments and delivery methods due to the Covid-19 epidemic. The study process in the winter semester was entirely distance learning in all subjects, with the exception of the first three weeks of October. In the summer semester, a hybrid model of lectures, seminars and tutorials was implemented. In addition, we have had to make significant adjustments to the delivery of teaching practice in all three years of study. All of this has had a slightly lower impact on the achievement of the core objectives of the SP and the study competences of the graduates, both in the students' evaluations in the post-examination surveys and in the feedback given to us by the higher education teachers and colleagues at departmental meetings and in the various UL AG bodies.

The consequences of the implementation of the study process during the covid-19 pandemic were also evident in the academic year 2021/22, as some study activities still had to be carried out in an adapted manner. As competences in most courses are built up in a process-oriented developmental manner, there was also a different study style, motivation of students and a lack of some skills and knowledge that they were not able to acquire in the context of the teaching and distance learning during the pandemic of covid-19. Nevertheless, we consider that the graph with the grades for the achievement of objectives and competences reflects that the courses were adequately implemented and that students on average rated the level of competences acquired in the course very well.

### **Opportunities for improvement**

The evolving education system in Slovenia requires continuous review of the objectives and competences of SP GP 1 and SP GP 2, also in relation to changes in society and the environment. The expected renewal of programmes and curricula in general education (primary schools, grammar schools) and the updating of curricula in music education will require a parallel upgrading of the objectives and competences of SP GP 1 and SP GP 2.

## **3. Relevance of the content of the SP and its learning units**

### **Relevance of the content - Development of the discipline or field**

Study content and study literature are continuously updated in all courses. All higher education teachers are active in the professional, scientific and research fields and in the artistic field in relation to their professional orientation and habilitation area. They integrate the results and outcomes of their work into the study process and make students aware of developments (e.g. activities and results of the SKUM project in the field of music) and of the numerous other projects carried out by the UL AG. There is also a trend towards increasing involvement of students in development work through the various project and concert activities of the UL AG, co-productions, competitions, recordings, workshops, courses and other forms of training and artistic engagement.

The artistic activities of the HAL teachers are not recorded in the ARRS in the same way as scientific research work (SICRIS). The achievements of the HAL teachers habilitated in the artistic field are presented on the UL AG website (Co-workers <https://www.ag.uni-lj.si/zaposleni>) and on the personal websites of the music creators and recreators. Higher education teachers who are habilitated in the scientific field have their research achievements recorded in the SICRIS system.

Below, we list just two selected pieces of the most recent published research findings  
Members of the Department of Music Education, in alphabetical order of their surname.

Assoc. Prof. Dr. Tina Bohak Adam, researcher code 36916

BOHAK ADAM, Tina. The artistic activities of the soprano Milka Gerbič in the Slovene space. *De musica disserenda*. [Printed ed.]. 2022, vol. 18, no. 1-2, pp. 235-255.

BOHAK ADAM, Tina, STEFANIJA, Leon, STAVBAR, Vlasta, BABIČ, Viljem, PIVEC, Franci, IVEC, Anja, FORSTNERIČ-HAJNŠEK, Melita, BOHAK ADAM, Tina (editor, author of additional text). *Jas sn*

čüja ftiča peti : portrait of Tonet Źuraj : [jubilee edition]. 1st ed. Maribor: Pivec, 2022. 249 p.



Assoc. Prof. Dr. Katarina Habe, researcher code 23429

HABE, Katarina, BRATINA, Tomaž. Recognition of musically talented pupils by class teachers in primary schools in Slovenia. In: Hamburg: Dr. Kovač, 2021. pp. 79-97. Schriftenreihe Erziehung - Unterricht - Bildung, Bd. 198.

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prof. dr. Darja Koter, researcher code 30267

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Assoc. prof. dr. Branka Rotar Pance, researcher code 20002

MARTINOVIĆ BOGOJEVIĆ, Jelena, ROTAR PANCE, Branka. Musical creativity in the teaching practice in Montenegrin and Slovenian primary schools. British journal of music education. Online ed. 18 Feb. 2022, pp. 1-14. ISSN 1469-2104. <https://www.cambridge.org/core/journals/british-journal-of-music-education/article/abs/musical-creativity-in-the-teaching-practice-in-montenegrin-and-slovenian-primary-schools/6AA06682F999029A073C913E1C2C6B55>, DOI: 10.1017/S0265051722000018.

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Assoc. Prof. Dr. Katarina Zadnik, researcher code 31106

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### **Relevance of content - Needs of graduates and work organisations**

We draw on the findings of the sample evaluation of both study programmes, which took place in the academic year 2020/21, and the final report of the NACVIS evaluators. It concluded that "both programmes contain good and well thought-out subject modules that are meaningfully linked to the needs of the employment environment, the labour market and employability" and that "the work and study process in both study programmes is well and meaningfully adapted to the particular individual nuances, needs and interests of the environment." In addition to external evaluative checks, we also use internal mechanisms to check the content of the SP and its learning units according to the needs of

graduates and their work organisations. To the greatest extent, this is verified and built upon in

in the pedagogical strand of the courses, and partly in the reproductive and music-theoretical strands of the courses. New labour market needs are being met by the introduction of new specialist elective courses in all UL AG study programmes. Due to their own staffing needs and problems, employers have expressed a greater need for graduates and students of music pedagogy to be involved in full-time teaching work at the VIZ throughout the academic year 2021/22, as a result of their own staffing needs and problems.

### **Opportunities for improvement**

In the field of music art, culture, music pedagogy and other pedagogical disciplines, the literature is growing and it is necessary to provide good information guidance to students - future teachers - in order to be able to critically select quality content available in digital form and on the World Wide Web, while constantly updating the content.

## **4. Strengths and weaknesses of the SP according to the results of student surveys and comparable mechanisms**

### **Strengths and weaknesses of the SP - Description**

The results of the student surveys are discussed at the meetings of the Department of Music Pedagogy, at the meetings of the Quality Commission of the AG UL and at the Senate of the AG UL. The problem of the student surveys at the AG UL relates first of all to the very small sample of participants in the surveys, which prevents statistical processing in many subjects. Even in subjects where the student numbers allow for statistical processing of the data, the interpretation of the results is problematic both because of the low student numbers and the dispersion of the responses (SD). The results can only be interpreted in terms of the tendencies evident in the results for individual questions and items. In GP 1 and GP 2, we did not face the challenge of visibility of students completing the survey before or after the exam. However, we do not believe that it is meaningful to compare the results between the study programmes in comparison to other study programmes and courses at UL, where it is sometimes difficult to ensure student anonymity, especially when teaching the 'main course'.

In its final report, the NACVIS evaluation team pointed out that the information gathered through student surveys is problematic due to the boutique nature of the student population. Surveys often remain uncompleted or are under-sampled. As regards the key strengths and weaknesses of the SP, which emerge from the results of the student surveys, she stressed the following in her final report: 'the lower number of students participating in the surveys means that there is a certain risk in the interpretation of the surveys themselves, as the College itself has noted; indeed, it has even been noted in interviews that it is perhaps those students who want to point out shortcomings or problems who are most willing to fill in the surveys, while others who are satisfied largely do not fill in the surveys at all'.

The expert group also notes that some of the issues seen in student surveys have no real follow-up in changes or action plans within the self-evaluation reports themselves, which can complete the quality circle..."

They see an opportunity in "analysing the real workload of students in individual courses (survey, research), as certain (flawed) surveys do not reveal this".

The problem of student surveys at UL AG is solved by encouraging students to fill in surveys. We are also working to improve the content of the survey questions so that they are even more relevant to the GP 1 and GP 2 programmes. In addition to student surveys, which are an important source of data for the evaluation of the implementation of both study programmes, the Chair of the Music Pedagogy Department, the programme administrator and individual higher education teachers use other mechanisms for obtaining student feedback. The student surveys are also used by the Department of Music Pedagogy, the programme administrator and individual higher education teachers.

## Opportunities for improvement

Student surveys will be more relevant to complete if they include indicators relating to (teaching) studies at art academies. All other feedback obtained by HEI teachers and staff from all stakeholders (students, mentor teachers, HEI principals) is collected, documented and discussed at the Music Pedagogy Department meetings.

### 5. a STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring student population at the level of the School Monitoring student population - Call for applications, enrolment

|               |        | Število vpisanih študentov v letnik po letih in načinu študija |         |         |         |         |
|---------------|--------|--|---------|---------|---------|---------|
|               |        | 2017/18  | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| Način študija | Letnik |  |         |         |         |         |
| IZREDNI       | 01     | 0  | 1       | 2       | 1       | 1       |
|               | 02     | 0  | 0       | 1       | 2       | 0       |
|               | 03     | 1  | 0       | 0       | 1       | 2       |
|               | 0A     | 0  | 1       | 0       | 0       | 1       |
|               | Vsota  | 1  | 2       | 3       | 4       | 4       |
| REDNI         | 01     | 14   | 16      | 14      | 21      | 15      |
|               | 02     | 13   | 11      | 11      | 14      | 19      |
|               | 03     | 7  | 12      | 8       | 10      | 10      |
|               | 0A     | 1  | 1       | 2       | 2       | 2       |
|               | Vsota  | 35   | 40      | 35      | 47      | 46      |

In the academic years 2020/21 and 2021/22, the number of students enrolled in GP 1 was higher than in previous years. The enrolment structure is dominated by full-time students, with only a small number of part-time students. The number of places available for first year entry was the same in all years. Each year, a different number of candidates take the entrance test for musical and artistic talent. The admission criteria do not change.

The comparison of enrolments in the second cycle of the GP 2 MSc shows smaller fluctuations in student numbers between 2017/18 and 2021/22. The programme is mainly enrolled by graduates of GP 1 from UL AG. There were more places advertised than candidates enrolled.

Given the staffing needs in education and the shortage of music teachers that has been evident over the last two years, we are keen to fill all the vacancies with suitable candidates.

### Monitoring the student population - Transiency

| Prehodnost iz. 1. v 2. letnik po letih |         |         |         |         |
|--|---------|---------|---------|---------|
| 2017/18                                | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| 75,0 %                                 | 78,6 %  | 70,6 %  | 100,0 % | 86,4 %  |

The lowest passage rate from 1st to 2nd year was in the academic year 2019/20 (70.6%) and the highest in the academic year 2020/21 (100%). In the academic year 2021/22 it was 86.4%. The variations in the pass rate are influenced by various factors: the entry competences of the candidates who passed the admission test (the predominance of the proportion of graduates from general secondary schools compared to the low proportion of graduates from music-oriented art secondary schools; the differences in the duration of formal music education and the direction of music education prior to enrolment in GP1, prior education in changing learning environments due to the Covid- 19 epidemic, etc.).

The pass rate from 1st to 2nd year of study at the GP 2 programme has been 100% over the last four academic years. The programme is mainly attended by GP 1 graduates who have the entry competences to continue their studies at Master's level.

### Monitoring the student population - Completion of studies

| Število diplomantov po letih |      |      |      |      |
|------------------------------|------|------|------|------|
| 2017                         | 2018 | 2019 | 2020 | 2021 |
| 8                            | 8    | 12   | 6    | 8    |

The number of graduates from GP 1 ranges from 6 to 12. In 2021, 8 students graduated, the same as in the years before the onset of the epidemic of covid-19. Graduation is influenced by various factors: the input competences of students and the different structure of each enrolled generation of students according to their pre-education, study style, motivation and various external factors. Completion of studies at GP 1 does not give graduates the opportunity for independent educational work, so most continue their studies at GP 2. Some students need an extra year of study to develop the necessary competences and to demonstrate proficiency in subject areas where they were weak in musical knowledge and skills. Some students take part in an Erasmus exchange during the extra year or have another activity that requires a lot of time and energy. We hypothesise that the very low number of graduates in 2020 is influenced by the prolonged epidemic situation, which has led to the delivery of the curriculum in changing learning environments.

GP 2 had the highest number of graduates in 2017 (15) and the lowest in 2020 (7). The lower number of GP 2 graduates was due to various factors: the number of students in each generation (year), Erasmus exchanges, different personal goals of the students, extension of student status, and external factors related to pandemic covid-19.

### Assessment or evaluation

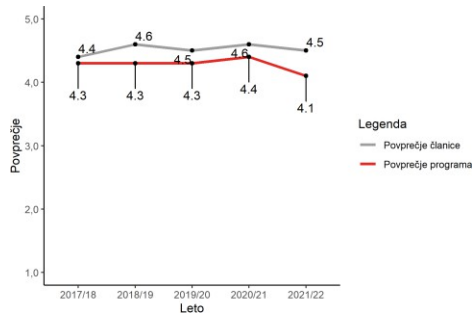
For the GP 1, based on the indicators for the transition from Year 1 to Year 2, we conclude that passing the musical and artistic aptitude test ensures a candidate's entry to the GP, but cannot guarantee an individual's success during the course of their studies. It is influenced by various factors: the individual's learning strategies, study habits, effort, personal interests in music, intrinsic motivation, various external factors (illness, social status, extracurricular activities, student work, most often teaching, which requires a lot of time and energy).

For the GP 2 programme, the indicators over the last three academic years show an excellent transition rate from the first to the second year of study. The enrolment and completion indicators depend on the structure of each generation (year) of students. We believe that the curriculum and the overall organisation of studies at GP 2 can lead individuals to complete their studies within the timeframe foreseen. The completion of studies for each individual student is embedded in the context of the student's personal goals, the investment of study effort, employment opportunities, the amount of student work (teaching) during studies, the decision to enrol in other music studies at UL AG and abroad, and many other factors.

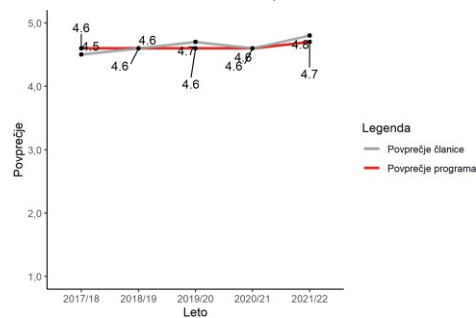
## Opportunities for improvement

Monitoring of the student population throughout the years of study must be systematic and continuous.

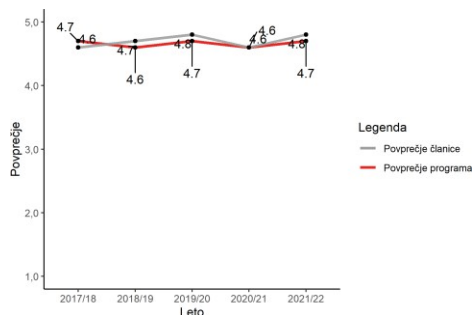
**Agree with the statement: Implementation of the subject encourages me to learn independently thinking. (Survey BEFORE the exam)**



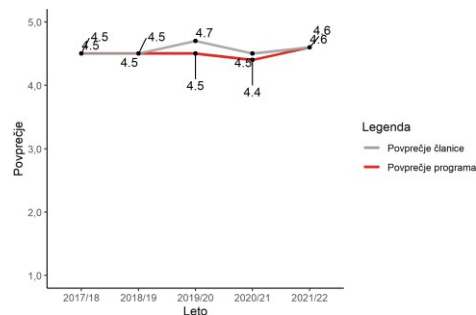
**Agreement with the statement: The tasks were appropriately course content represented (in lectures, independent study, etc.) (Survey AFTER the exam)**



**Agree with the statement: The assessment and verification criteria were respected (Post-exam survey).**



**Agree with the statement: The tasks were unambiguous and clear. (Post-exam survey)**



In GP 1, all average programme grades are slightly different from the Member State average. In the academic years under review at GP 1, the average course satisfaction score (BEFORE EXAM) varies between 4.1 and 4.3, with 4.3 being the most frequently repeated score for coherence, and the range is narrow between 4.2 and

4.4... For literature, the score is 4.3 in four academic years and 4.4 once... The range of information scores is between 4.2 and 4.5. For knowledge, the most frequent score is 4.4 (range 4.3 to 4.5). Information is scored three times at 4.3 and twice at 4.2. The range for independence is between 4.4 and 4.1. (After the exam, the range of marks is between 4.5 and 4.8 for content, between 4.6 and 4.8 for criteria, and between 4.4 and 4.6 for assignments.

Also in GP 2, all average programme grades are slightly different from the Member State average. The average course satisfaction rating (BEFORE EXAM) has a range between 4.0 and 5.0, the range of coherence ratings is between 4.1 and 4.9, and the range of literature ratings is between 4.1 and 4.5.

4.4 and 5.0. For knowledge, scores range from 4.4 to 4.9, and for information from 4.2 to 5.0. The range of marks for independence is between 4.1 and 4.9. POST EXAM marks range between 4.3 and 4.8 for content, between 4.4 and 4.8 for criteria and between 4.4 and 4.6 for tasks.

All results show a tendency for students to be satisfied with the delivery of the courses to a high degree. The comparison of the average of GP 1 and GP 2 with the average of the Member State is not relevant, as the study programmes also differ in the number of subjects they have in each year of study and in the overall curriculum. Students of GP GP 1 and GP GP 2 have many more subjects in their courses compared

to students of other study programmes at UL AG.

**Monitoring and quality assurance of the pedagogical process - Inter-subject integration** Inter-subject integration is conceived in the design of the Master's programme at both the vertical and horizontal levels and is further developed in the continuation of studies at the Master's programme in Music Pedagogy. There are differences between individual course providers in the extent to which and in what ways they raise students' awareness of cross-curricular integration. The most evident use of cross-curricular integration is in Pedagogical Practice 1, 2 and 3, where students are required to make meaningful use of all the Music Pedagogy, Music Reproduction, Music Production and Music Production skills they have learnt in solo and tandem teaching performances, Music Theory and Music History knowledge. Performance

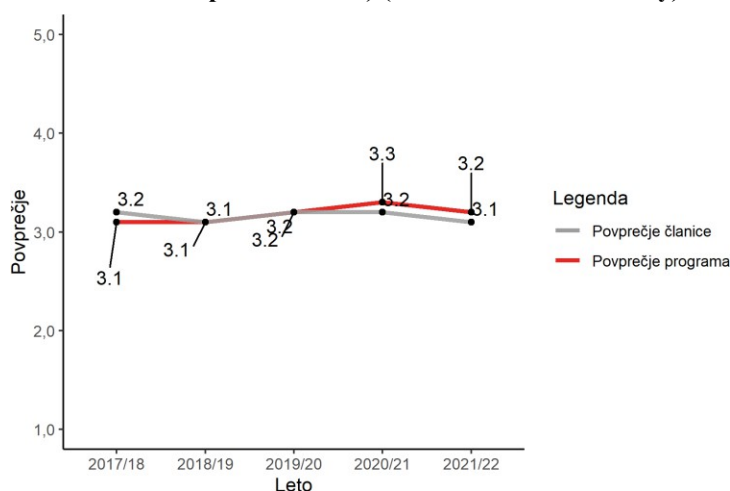
The success of the cross-curricular integration is also evident in the public concerts of the UL AG choirs, which are often accompanied on the piano by GP students (piano A level). The success of the cross-curricular integration is also evident in the project activities in which music education students participate, in various seminars and workshops.

### Monitoring and quality assurance of the teaching process - Adapting teaching, learning and assessment methods to the expected competences

The teaching, learning and assessment methods have been updated and adapted to the expected competences in all curricula at the level of small changes in the process of transferring the SP curriculum and all curricula to eLearning. At the onset of the epidemic, the established modes of learning and teaching and assessment were adapted to distance learning and hybrid delivery of lectures, seminars and tutorials. Specific protocols and regulations were developed and adopted at the level of the UL AG for the assessment of knowledge and the conduct of entrance examinations. The development of digital competences, as elaborated in the DigCompEdu European Reference Framework, has been promoted in the study processes. At the end of the year, both teachers and students realised that the distance and hybrid learning of individual subjects could not fully ensure the successful development of those competences that are inevitably linked to music learning in authentic learning environments (live classes in UL AG lecture halls, live teaching practice in educational organisations, live performances at concerts, participation in live competitions).

### Monitoring and quality assurance of the teaching process - Student workload

Please assess whether you have spent between #ktmin# and #ktmax# hours on the course, as foreseen in the study programme (25-30 hours student load = 1 KT; including lectures, tutorials, seminar, etc., and all forms of independent work) (Post-examination survey)?



The average score ranges between 3.1 and 3.3, which is not far from the expected load. In the academic year 2020/2021, students spent more time on the production of videos and other materials using ICT due to distance learning and hybrid delivery of lectures, seminars and tutorials, resulting in a slightly higher load rating.



### **Monitoring and quality assurance of the teaching process - Student-centred learning and teaching**

The study of music pedagogy in individual subjects is formally designed to be student-centred. Depending on the student's background and interests, he/she is involved in level-based lessons. In Piano, there are three possible levels: A, B and C, and the lessons are conducted in an individual learning format. In Partitur and Vocal Technique, the study process is conducted in small groups. In many subjects, individualisation and differentiation is reflected in personalised assignments, seminar work and other student activities, as well as ongoing formative feedback from the teacher. In the teaching practice, the student's work is monitored individually and as a group by the UL AG teacher, the mentor teacher at the school and the student's peers. The implementation of all courses of the study programme is based on the student's activity and authentic forms of learning. As the number of individual year groups is small, each HE teacher is able to implement the concept of student-centred learning and teaching. Feedback from students enables the Head of Department to draw the attention of those professors who do not implement this concept in the delivery of their courses and to encourage them to make changes in their teaching methods, the way they monitor and assess student work, etc. Each student has the possibility of individual consultations with the professor, both in and out of class.

### **Assessment or evaluation**

The NACVIS evaluation team wrote in the final report on the sample evaluation of the SP: ""The small teaching groups in both programmes have the possibility of considerable individual work, which we see as an advantage, especially in terms of relations with the teaching staff and the flow of information...".

It was also perceived through the interviews that lecturers and management are sensitive enough to any complaints or warnings from students about various irregularities or problems with the timetable...

However, many elements of quality itself are played out and realised in informal, personal forms and interactions, which may be a feature of small groups, academic-artistic programmes and the considerable individual approaches between lecturers and students....

The small number of students enrolled can make studying more person-centred, so often problems are solved informally. This was also pointed out by students that they feel that the institution listens to every student.

Among its recommendations, it makes the following observations:

"The experts suggest a sound and rigorous analytical approach to the causes of the apparent increase in enrolment in teaching programmes and the more visible drop-out after a short period of study. In this context, we also draw attention to the accurate recording of the number of students and graduates enrolled, which, on closer examination of the reports, do not show the same and realistic figures as was realised in the course of the interviews..."

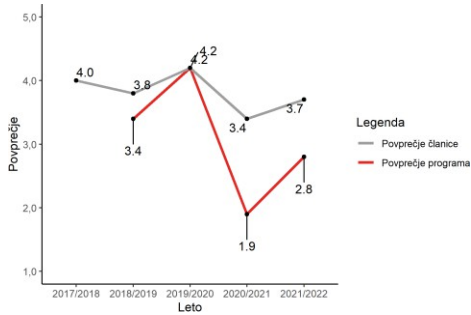
### **Opportunities for improvement**

The preparation of the self-evaluation report for each year means, at the same time as it is discussed by the various bodies of the UL AG, the beginning of the implementation of measures to improve the quality of the teaching process in the following period.

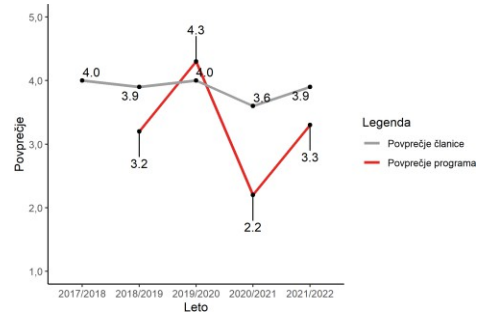
## 5.c STUDY PERFORMANCE AND EFFECTIVENESS: Support for the internationalisation of studies

### Support for internationalisation of studies - Home students

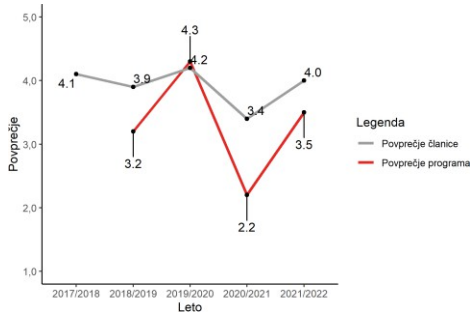
**We have sufficient information on possible international exchanges**



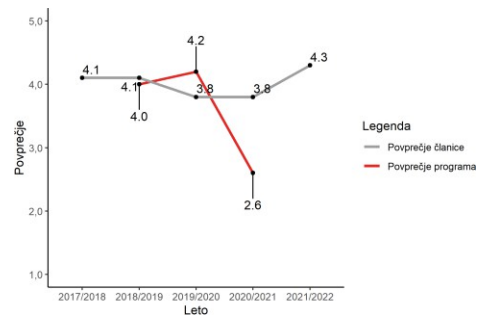
**There are plenty of interesting options for international exchange**



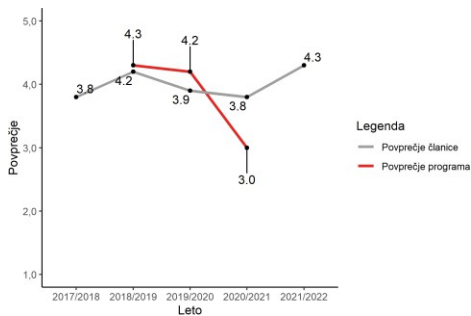
**Exchanges are encouraged and supported.**



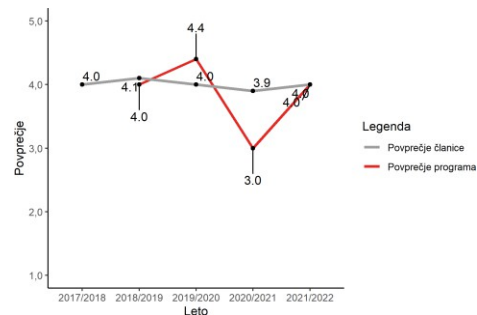
**I have the option of taking compulsory courses abroad.**



**Recognition of the ECTS is appropriate.**



**Professional support for international mobility is adequate.**



The results show that students' awareness of possible international exchanges has dropped sharply in the last academic year, from an average score of 4.2 in the 2019/20 academic year, to 1.9 in the 2020/21 academic year. This is due to both distance and hybrid study, which has kept students away from the international office at 34 Old Market Square, and the fact that Covid-19 has also reduced the opportunities for international exchanges.

## Support for internationalisation of studies - International students

|               |        | Število vpisanih tujih študentov v letnik po letih in načinu študija |         |         |         |         |
|---------------|--------|--|---------|---------|---------|---------|
|               |        | 2017/18  | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| Način študija | Letnik |  |         |         |         |         |
| IZREDNI       | 01     | 0  | 0       | 0       | 0       | 0       |
|               | 02     | 0  | 0       | 0       | 0       | 0       |
|               | 03     | 0  | 0       | 0       | 0       | 0       |
|               | 0A     | 0  | 0       | 0       | 0       | 0       |
|               | Vsota  | 0  | 0       | 0       | 0       | 0       |
| REDNI         | 01     | 0  | 2       | 1       | 2       | 0       |
|               | 02     | 0  | 0       | 1       | 1       | 2       |
|               | 03     | 0  | 0       | 0       | 1       | 0       |
|               | 0A     | 0  | 0       | 0       | 0       | 1       |
|               | Vsota  | 0  | 2       | 2       | 4       | 3       |

The number of international students is low, both full-time and ERASMUS exchange students. The reason for this is certainly the fact that special music didactics and related pedagogical practices are oriented towards the Slovenian school system and that the use of Slovenian is obligatory for the implementation of the obligations within the pedagogical practices.

### Support for internationalisation of studies - Internationalisation

Internationalisation is strengthened by hosting foreign professors, participation of our students in international student forums, publication of students' papers in foreign publications, hosting of students abroad, international choir and choral activities, promotion of study abroad, active participation in the international professional association EAS (European Association for Music in Schools), publishing articles in English in foreign journals and monographs, participating in international symposia and conferences, publishing the only scientific journal in the field of music pedagogy, The Journal of Music Education of the Academy of Music in Ljubljana, with an international editorial board.

In the academic year 2020/21, most of the practical activities were carried out remotely, only some of the choral and choir activities could be carried out "live". In the academic year 2021/22, the work in the international student forum of the European Federation for Music in Schools was revived, in which she participates as co-leader as a member of the Department of Music Education. A music education student attended the Student Forum in Belgrade. We have also had guest lecturers in various subjects, who have delivered their lectures live or remotely. Once again, the UL AG choirs have toured abroad. Professors participated in international scientific symposia abroad and in Slovenia, both in person and remotely.

### Assessment or evaluation

With the exception of the epidemic-ridden and disrupted academic year 2020/21, the internationalisation of studies, in connection with the description given in point 3, has been strengthened and grown each year in a number of areas. In the academic year 2020/21, it has taken on other forms of activity, which we have learnt a lot from and will apply in a meaningful way in future activities in the field of internationalisation of studies.

### Opportunities for improvement

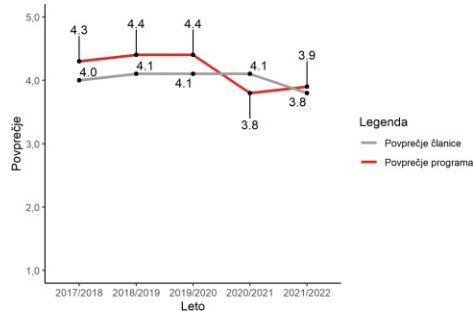
Following the publications and invitations of the International Office allows a higher level of internationalisation. Promote

It should also be promoted through projects and other activities carried out by the Department of Music Pedagogy of the UL AG.

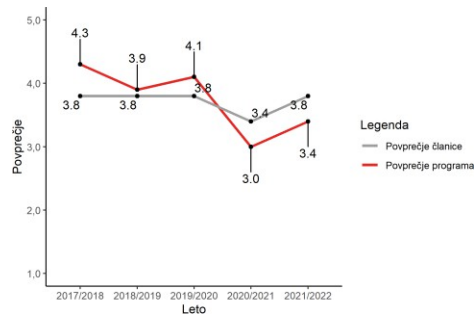
## 5.c. STUDY EFFICIENCY AND EFFECTIVENESS: Providing support, encouraging students in their studies

Providing support, encouraging students to study - In connection with the implementation of the study process

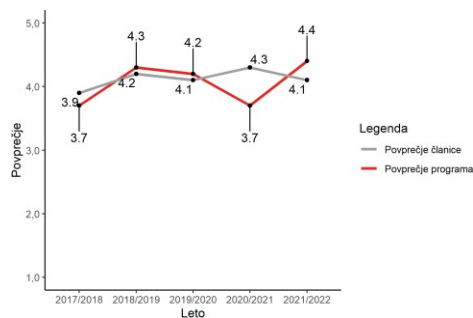
**Overall, I am satisfied with my studies.**



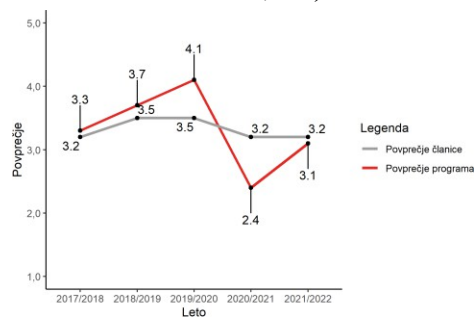
**Information about the study process I on time.**



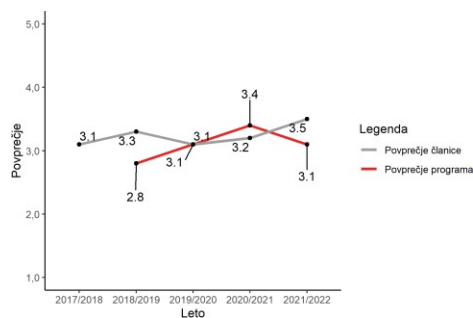
**I was offered suitable electives from other UL faculties/academies.**



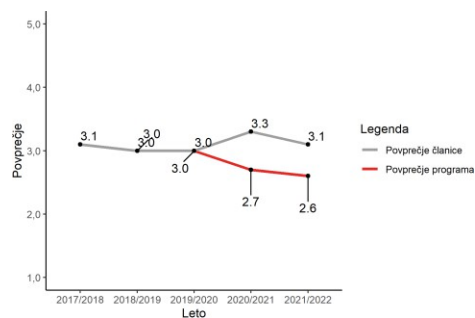
**During my studies, I have got to know a fair number of external institutions (through excursions, invitations to seminars, etc.).**



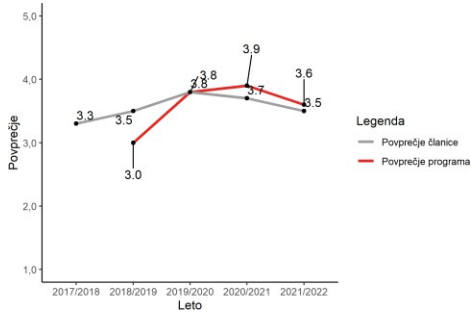
**If I need a tutor, I know who to contact I can turn around.**



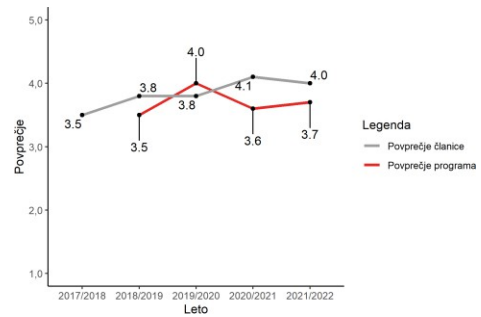
**I know who I can turn to for career advice.**



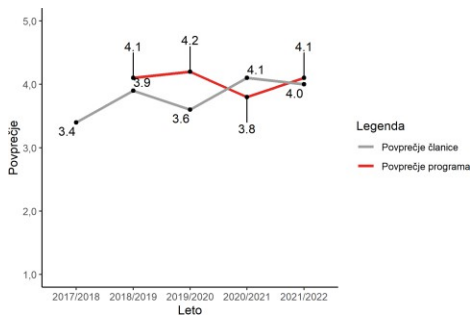
**The Student Office opening hours are convenient.**



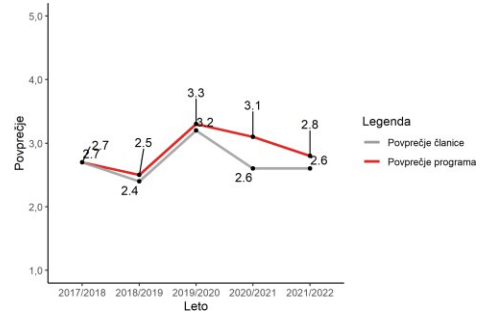
**The Student Office staff are responsive and effective.**



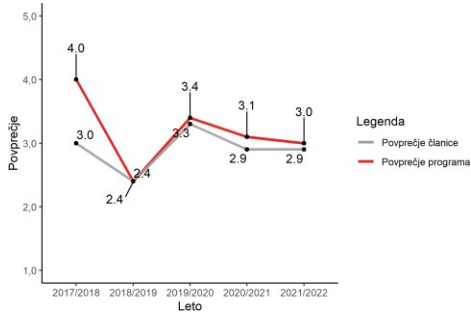
**The staff of the Student Office have the right attitude towards students.**



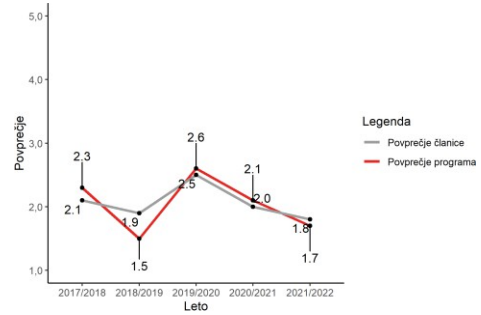
**Facilities for lectures, rehearsals and other teaching work are adequate.**



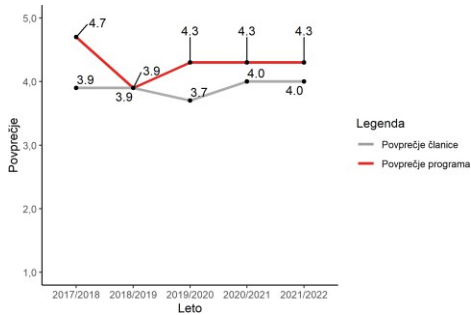
**Equipment for lectures, tutorials and other forms of instruction teaching work is adequate.**



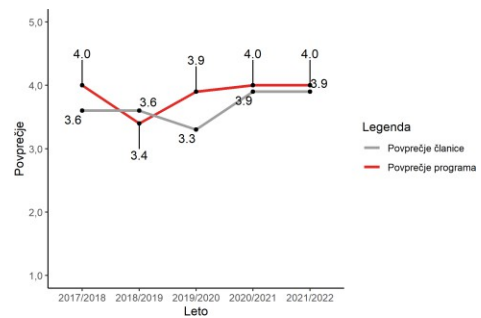
**Sufficient space for individual learning (reading rooms, classrooms, seminars, etc.).**



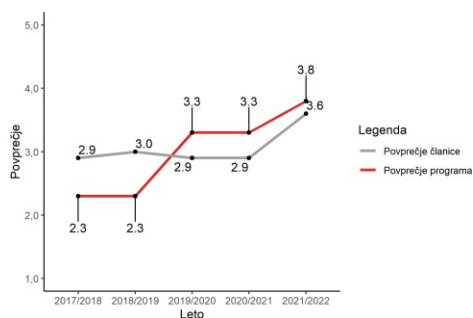
**The volume of literature is adequate.**



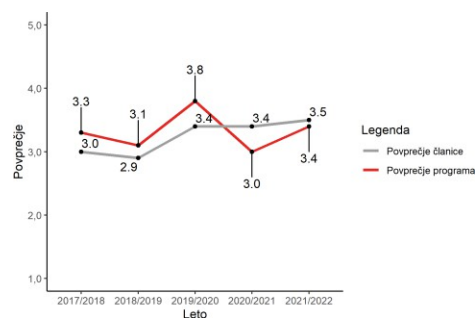
**The accessibility of the literature is adequate.**



### The library staff can advise me accordingly on literature search.



### With a wireless network, I'm satisfied/satisfied.



When evaluating the support provided to students in relation to the delivery of their studies, the average scores for individual items differ both between the GP 1 and GP 2 programmes themselves and when compared to the average score at Member level. In terms of satisfaction with the study process, the range of average scores is larger for GP 2 (between 3.4 and 4.8) compared to GP 1 (between 3.8 and 4.4). The reverse is true for the item Timeliness of information, where the range is between 3.0 and 4.3 for GP 1 and between 3.1 and 4.0 for GP 2. The drop in the curves is evident in the years when the study process was disrupted by the Covid-19 pandemic. For both programmes, there is a greater difference in the trend of the curves for the item of elective courses from other faculties (SP GP 1 range between 3.7 and 4.4, SP GP 2 range between 3.3 and 5.0). For the external institutions item, the evaluation is very different for the individual study years considered and also not comparable with each other, as the introduction to external institutions in the music pedagogy programmes was not possible for most students due to preventive health measures. The average scores for tutoring in both study programmes show that there is still a lot of room for improvement and room for increasing the activity and support offered to tutoring in this area. Career counselling is on average rated lower in GP 1, which can also be interpreted in the direction that graduates are not yet employable after their first cycle studies and that career counselling, as well as interest in it among students, increases in the second cycle of music pedagogy studies. It is interesting to note that the peak in GP 2 was reached in the academic year 2020/21. Similar differences between the two programmes can be seen in the items of office hours, responsiveness of the office, and staff attitude. Lower average scores compared to the previous items are observed for both study programmes for the items space, equipment and learning space. We expect that the trend in these items will increase from the academic year 2022/23, when the UL AG started the study process in the renovated Kazina Palace. Differences between GP 1 and GP 2 are also evident in the ratings for the items volume of literature, accessibility of literature and search advice. For both programmes, there is an increasing trend in student satisfaction with the library. We also expect significantly higher scores for these items in the academic year 2022/23, as the UL AG library has finally been provided with suitable premises with the move to the Casino, and there have also been staff changes in the library. There are also different ratings of satisfaction with the wireless network between GP 1 and GP 2. At GP 1, the range of ratings is between 3.0 and 3.8, and at GP 2 between 2.0 and 4.0.

### Supporting, encouraging students in their studies - Practical, professional, research or artistic work (1st and 2nd cycle)

The Department of Music Pedagogy of the UL AG continuously pursues the objectives related to the involvement of students in professional, research and artistic activities, which was documented in the application for the NACVIS model evaluation. In the academic year 2020/21, the number of such opportunities was reduced due to the lack of the call for project tasks of the SIPC and the PKP, and the possibility of carrying out choir projects and some other artistic projects in which students of music pedagogy have participated in the past was also reduced. The students, especially in the field of choir and choral conducting, participate in various artistic projects of the UL AG. They gain practical experience in the framework of the annual Pedagogical Practice, which has been modified in the academic year 2020/21 in line with the epidemiological situation and the constraints in the education

sector.

Students were involved in various informal forms of gaining practical experience, e.g. Music Holidays organised by the Ljubljana Musical Matica Association, participation in other association projects, and

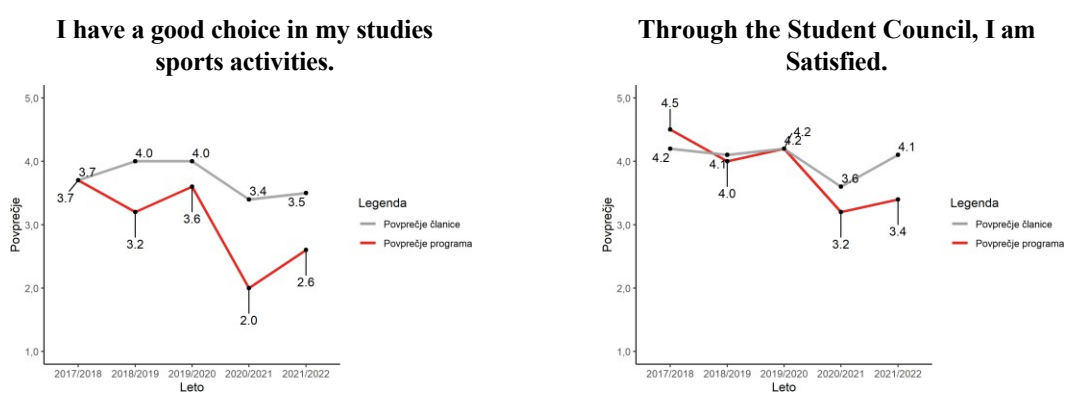
activities; project work with the Slovenian Children's Choir, etc. Particularly strong areas of student activity outside the formal study context are choral conducting and choral singing. Students take part in various competitions, participate in various co-production artistic projects and gain practical choral experience by conducting various choirs.

### Providing support, encouraging students in their studies - Scientific, research, etc.

#### Work of art (Level 3)

The Department of Music Pedagogy of the UL AG continuously pursues the objectives related to the involvement of students in professional, research and artistic activities, as documented in the application for the NACVIS model evaluation. In the academic year 2020/21, the number of such opportunities has decreased, as the epidemic prevented the organisation of a number of concerts and projects.

### Providing support, encouraging students to study - Study activities



Among the activities that students do while studying, the graph shows that participation in sports activities varies between generations of students. As the first cycle of music education is very intensive in the 1st and 2nd year of studies (extensive course load), we assume that students do not find time or opportunities in their timetable to participate in organised sports activities. We are aware of the importance of these activities and will therefore encourage students to participate in sports activities, which undoubtedly contribute to a healthy life and to the successful completion of their studies.

### Providing support, encouraging students to study - Special help

We do not have a direct service for special help for students. In cases of financial and social hardship, students' needs are addressed by the relevant UL AG committees, and assistance is also organised by UL AG student organisations. In cases of greater hardship, students are provided with information on where they can get additional help.

### Assessment or evaluation

Students are actively involved in various informal activities during their studies, gaining practical experience and developing additional skills and competences. In accordance with the possibilities and in connection with the objectives and competences of various subjects, they are maximally activated in research, professional and artistic activities at the UL AG and in the extensive network of educational institutions with which we cooperate in the framework of pedagogical practices. They also invest a lot of energy and work in the field of choir and choral conducting in local communities, and already during their studies, they demonstrate their achievements in various music competitions. Their responsibility for the development of the key lifelong learning competence of Cultural Awareness and Expression is evident.

### Opportunities for improvement

Upgrading the tutoring system and content. Fostering student involvement in professional and research work through the Department of Music Pedagogy, inter-departmental links at the UL AG, the work of

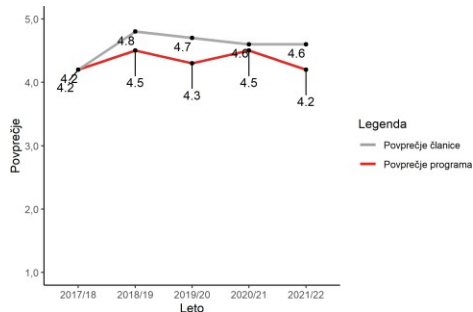


the chairs at the UL AG and through other forms of inter-institutional networking and networking.

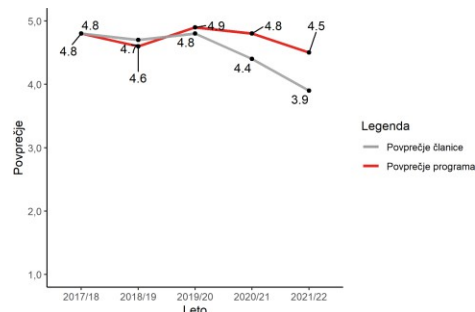
## 5.d STUDY PERFORMANCE AND EFFECTIVENESS: Practical training for students

### Practical training for students - Organisation

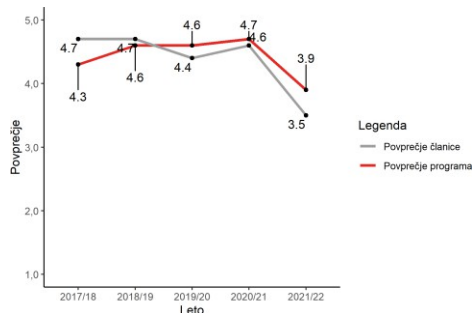
#### We have a satisfactory range of external institutions for a study placement



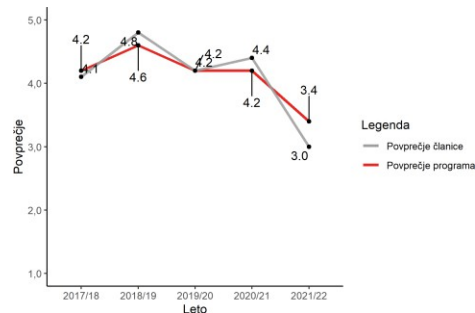
#### I have been helped faculties/academies when looking for a traineeship



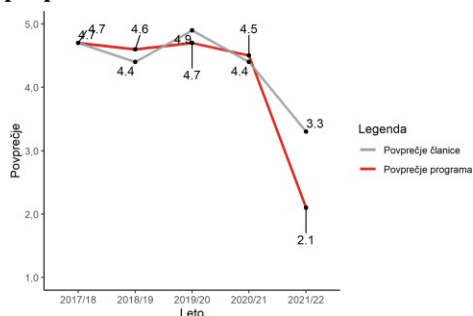
#### I have been given sufficiently detailed instructions on how to do the traineeship



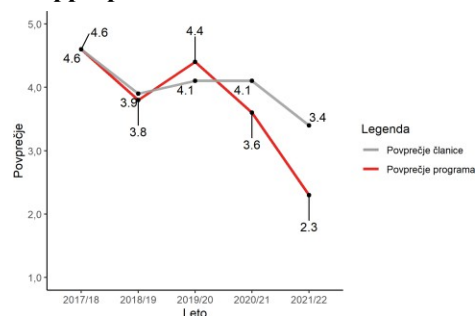
#### The placement coordinator at the college gave me useful information before the placement and useful feedback after the placement



#### The way the traineeship was carried out was appropriate



#### The length of the traineeship is appropriate

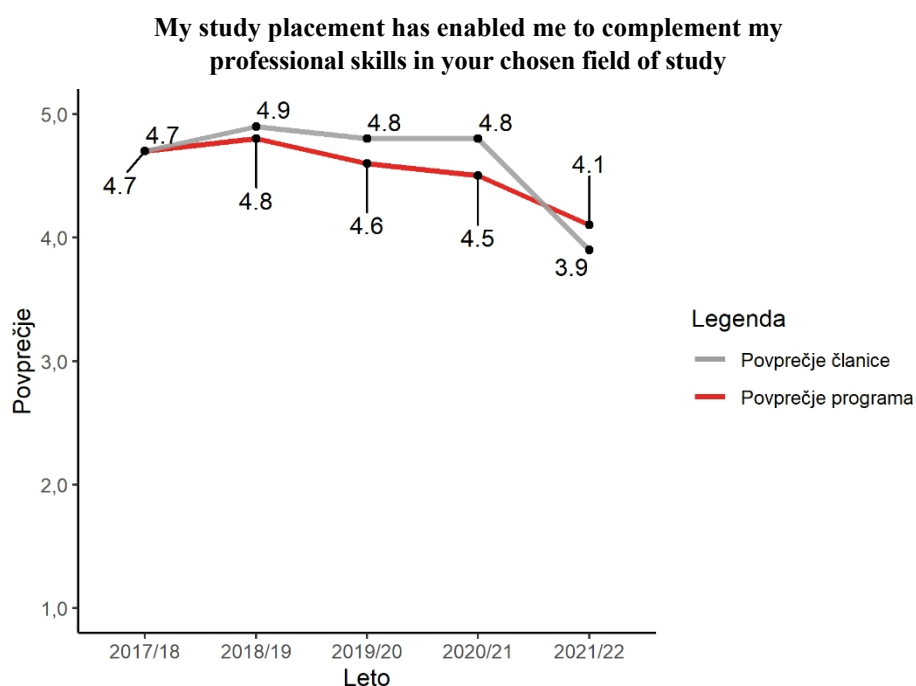


Every year, the practical training of students is very carefully organised, monitored and evaluated by all stakeholders: the Head of the Department, the teachers and providers of the courses Pedagogical Practice 1,2,3,M and the related courses Special Music Didactics, students and mentor teachers at the educational institutions with which we cooperate in the implementation of pedagogical practices. The organisation and delivery of teaching placements has been partially modified in the academic year 2021/22 in the light of external circumstances that still affect the teaching processes in the VIZ (measures in connection with Covid 19 concerning the number of students who can be in the classroom for hospitality or in connection with teaching performances), the availability of mentors in the schools and their willingness to participate and perform tasks in the implementation of individual teaching placements, the development of new models for the implementation of teaching placements and the management,

monitoring and evaluation of the learning outcomes of teaching placements by the course providers at UL AG. The umbrella organisation of the teaching practice is the UL AG teaching practice management, which establishes contacts with the HEIs and the teachers working in them.

mentors. The mentors and students are then involved in the organisational implementation process of the individual placements, and the monitoring of this process by the UL AG pedagogical placement provider is continuous and takes place both in person and remotely. Feedback from the participants is obtained both in written form (conducting a survey among the mentor teachers, reporting the results of the survey at the department meeting; ongoing feedback from the mentor teachers, student feedback in the online course classroom and through student representatives at the Music Pedagogy Department meetings, student surveys; information from the course tutors and the Head of Department on the progress of teaching placements to all professors who teach Music Pedagogy), as well as verbally (e.g. The relevance of the content and the micro-plan of the work with the tutor is formatively monitored by the provider of the teaching practice in each year, according to the way it is organised and the course of the practice).

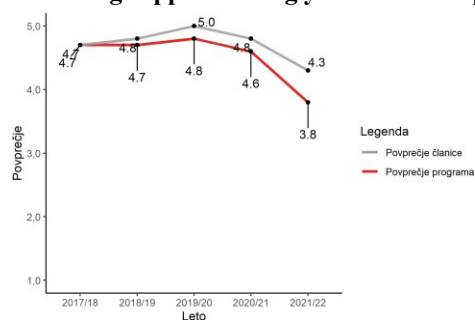
### Practical training for students - Competences and learning outcomes



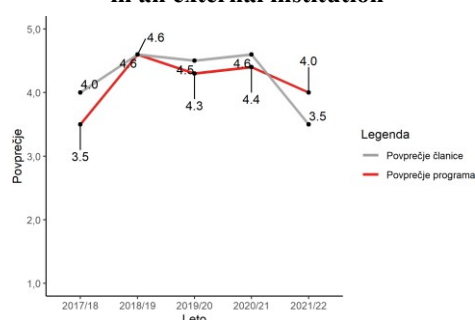
There is a downward trend in the grades for the item "I was able to adequately complement my professional knowledge and skills in my chosen field of study through my study placement" in SP GP 1, from 4.8 in the academic year 2018/19 to 4.1 in the academic year 2021/22. We believe that this grade is still very good given the conditions for the implementation of teaching practice at various HEIs, which have been very limited over the last three academic years and which have led to the modification of the way in which teaching practice is implemented. The high grades shown in GP 2 (range 4.7 to 4.9) reflect the development of competences throughout the years of study, as the teaching practice is continuous throughout the three years of study at first cycle and in the first year of second cycle. All the teaching experience that students gain in practical training in different HEIs builds their competence and also their high competence score at the end of their studies.

## Practical training for students - Mentors

### My mentor at the external institution provided me with the appropriate mentoring support during your traineeship



### Coordinator of practical training at the faculty member has worked effectively with the mentor in an external institution



There is a clear difference between GP 1 and GP 2 in the evaluation of the statement "My mentor at the external institution provided me with adequate mentoring support during my study placement". The lower average score at ŠP GP 1 (3.8 in the academic year 2021/22) is related both to the different organisation of the teaching practice and to the opportunities that the mentors at each HEI had in relation to their own and the UL AG students' schedules. The students at ŠP GP 2 had an unchanged way of doing their teaching practice in the music schools, so we assume that they also experienced a more intensive mentoring support during the study practice.

## Practical training for students - Organisations

In the academic year 2021/22, students of the GP 1 and GP 2 programmes received their practical training in kindergartens (4 HEIs), primary schools (11 HEIs), gymnasiums (8 HEIs) and music schools (12 HEIs). The network of participating HEIs is very diverse and links the UL AG with HEIs from different regions of Slovenia in specific areas of practical training. Practical training of students also took place in the field of choral conducting (primary school choirs, children's choir of RTV Slovenia, youth choirs, adult choirs), both in connection with the subject Choral Conducting 1,2,3 and Choral Conducting M, and in the hospitalization aspect also partly in connection with Pedagogical Practice 2.

## Practical training for students - Adequacy of design and delivery

The practical training before the COVID 19 epidemic was sensibly and carefully organised, planned, implemented and monitored according to the characteristics of each type of HEI (kindergartens, primary schools, gymnasiums, music schools). The changed circumstances required that the study practice be modified in terms of organisation and implementation, especially in the general education sector (primary schools, gymnasiums). We contacted the mentors and based on their suggestions and proposals, we designed an adapted model. The changed situation in the academic year 2022/23 and the possibilities to implement teacher training in different types of schools have again influenced the partial modification of teacher training. In the current situation, we believe that teaching practice remains well organised, planned, implemented and monitored.

## Assessment or evaluation

The results of the student surveys in all the academic years covered show a tendency of high satisfaction of students with the organisation and implementation of teaching practice. In personal interviews with students immediately after the completion of the annual teaching training obligations and also at the stage of graduation with the Master's teaching performance, the higher education teachers and colleagues - the leaders of teaching practice at UL AG - receive very positive feedback from students/graduates about the teaching training as an integral part of the studies in the music pedagogy study programmes. Satisfaction with the organisation and delivery of teaching placements is also expressed by the teacher-

mentors, with whom the Head of Department, together with senior teachers and colleagues, meet in person or remotely at the beginning and end of the academic year. Mentors also make suggestions for upgrading and improvement, pointing out particular challenges they have faced during their teacher training and how they have been resolved. Students provide feedback

information also through their representatives who participate in the Music Education Department meetings. The Department also fosters close links with mentor teachers outside teaching practice, inviting them to various UL AG events, seminars, symposia and concerts. It also maintains contacts with the principals of educational institutions, with whom it also meets in the framework of various UL AG events.

The pedagogical training of students is continuously evolving and we are always identifying opportunities for improvement related to the development of education, the situation in the wider social environment and locally at individual HEIs. In the guidelines we received from the NAKVIS evaluators after the model evaluation of the study programme (2020/21), it was recommended to formally document all communications and professional consultations with mentor teachers, which has been implemented as of the academic year 2021/22. The NACVIS evaluators perceived that GP 1 and GP 2 are well connected to the environment and that students are quickly and meaningfully introduced to the labour market through their mentors.

### **Opportunities for improvement**

The practical training of students is contextualised in the whole vertical of general and music education. The evolution of educational doctrines and strategies, didactic procedures and changes in learning environments require the continuous upgrading and appropriate modification of students' practical training. Networking and the rapid flow of information between stakeholders involved in the practical training of students is crucial for appropriate development.

## **5.e STUDY PERFORMANCE AND EFFECTIVENESS: Promoting the professional development of staff and participants**

### **Promoting the professional development of staff and collaborators implementing, supporting SP - Career Development**

The career development of university teachers and staff is promoted by a number of training opportunities organised by the University of Ljubljana, and partly by the Academy of Music. The institution has gained its first Vice-Dean for scientific and artistic research activities. In the scientific field, career development is motivated and conceptually encouraged by both the UL AG management and the International Office. The Department of Music Pedagogy and the Chair of Music History are directly involved in promoting the career development of university teachers and staff. In connection with scientific research projects, the establishment of a project office is planned at the level of the UL AG, and there is also a trend towards financial support for staff members to participate in individual project meetings and symposia abroad. In the artistic field, employees have the opportunity to give concerts and present their artistic achievements to the public.

### **Promoting the professional development of staff and collaborators implementing, supporting SP - Training for pedagogical competences**

University teachers and staff have developed additional teaching competences, mainly by attending conferences on learning and teaching at home and abroad. The proportion of such training varied from person to person. In the Department of Music Pedagogy, the range among senior teachers was between 6 and 1 such training. UL AG also organised and delivered one seminar for higher education teachers, staff and students in the area of delivering excellence.

### **Promoting the professional development of staff and collaborators who implement, support SP - International mobility**

8 international mobilities took place at UL AG, two of which were in the Department of Music Pedagogy (Erasmus+ for teaching). One mobility of teaching assistants took place at UL AG.

### **Promoting the professional development of staff and collaborators who implement, support SP - Scientific research and development work**

With the move to the Kazina Palace in the academic year 2022/23, the material and technical conditions for the implementation of the study process have been normalised. The tendency to financially support the scientific and research work of higher education teachers was also evident. The appointment of the Vice-Dean for Scientific and Artistic Research of the UL AG and her activities enabled and stimulated some new activities in the scientific and research field and the search for new possibilities to improve the financial support for scientific and research work, the search for new possibilities to be involved in various projects and the creation of a project office.

### **Promoting the professional development of staff and collaborators who implement, support SP - Organisational climate**

The organisational climate is also very positively influenced by the new premises in which the UL AG operates. Concern for the organisational climate is evident both in the UL AG management and at departmental level (Head of the Department of Music Pedagogy, Head of the Department of History of Music). A positive organisational climate is also encouraged and fostered at the level of the Academic Assembly of the UL AG, the Senate of the UL AG and the various committees operating at the institution.

### **Promoting the professional development of staff and collaborators who implement, support SP - Staffing structure**

The staffing structure is partly adequate. The staffing structure of the Department of Music Education is to be upgraded by the systematisation or transfer of one post. It is necessary to immediately systematise one more post of a higher education teacher, habilitated in the field of music pedagogy, who would work in the field of didactic application of modern information and communication technologies in music subjects at various levels of education and scientific research.

We also need a new systematisation and an assistant to carry out practical training for students of SP GP 1 (habilitation in the field of music and pedagogy).

The problem is also evident in relation to long-serving fee earners, for whom we currently do not have alternative replacements, as these are specific areas of expertise.

### **Assessment or evaluation**

The staffing structure, the organisational climate, the promotion of the professional development of the staff and the support for their scientific research and development work have a significant impact on the quality of the implementation of the SP. The most encouraging impulse in all areas has been given by the move to the renovated premises of the Kazina Palace, which, with its new spatial, material and technical possibilities, has encouraged the staff to introduce some new approaches and activities, both in relation to individual subjects and at the level of study programmes and interdisciplinary links.

### **Opportunities for improvement**

Promoting the scientific research and artistic work of higher education teachers and presenting their scientific research and artistic achievements to the public is crucial for the successful and continuous career development of UL AG employees. UL AG should promote and organise training for higher education teachers.



## **6. Monitoring and development of the SP and preparation of the self-evaluation report**

### **Preparation of the self-evaluation report - Stakeholders**

The discussions on the study programme and the final report on the sample evaluation of the study programme Music Pedagogy by NAKVIS were included in the preparation of the self-evaluation report for the academic year 2020/21.

- Higher education teachers and staff, members of the Department of Music Education and other performers subjects of the study programme (meetings of the Music Pedagogy Department, membership of various UL AG bodies and commissions),
- students, who are represented at meetings of the Department of Music Pedagogy, the UL AG Student Council, as well as in various UL AG bodies and committees),
- UL AG management and professional staff,
- representatives of mentor teachers from the HEIs where the teaching placements are being carried out and who have been involved in the interviews with NACVIS evaluators,
- representatives of employers who were involved in the discussions with the NAKVIS evaluators.

During the preparatory phase, interviews were conducted in person and remotely via videoconferencing and email correspondence. The self-evaluation report was sent to stakeholders for discussion via e-mail.

On the recommendation of the NACVIS evaluation team, all discussions and agreements under the Action Plan shall be documented and formally recorded.

### **Preparation of the self-evaluation report - Preparation process**

The joint self-evaluation report for the academic year 2021/22 for the GP 1 and GP 2 programmes was prepared by the administrator of both programmes. The self-evaluation report is discussed at the Department of Music Pedagogy (staff and student representatives), at the Quality Commission of the UL AG and at the Senate of the UL AG. External stakeholders (e.g. teachers-mentors at the VIZs, principals of the VIZs where the teaching practice takes place) are informed of the combined self-evaluation report to the extent and in the manner most convenient for them.

The self-evaluation recommendation is accompanied by the report "Review of the implementation of the recommendations of the NAKVIS Expert Group - sample evaluation in the academic year 2020/21 at the UL Academy of Music for the study programmes "Music Pedagogy" (1000000 and 1000950)".

## REVIEW OF THE IMPLEMENTATION OF ACTIONS AND SUGGESTIONS FOR IMPROVEMENT

|     | <b>Actions from the previous self-evaluation</b>  | <b>Status of the action</b> | <b>Further explanation of implementation</b>  |
|-----|---|-----------------------------|---|
| 2.  | selection of the research team, development of the research methodology, implementation of the research   | partially implemented       | In the first phase, a research team was formed to focus on practical training. It prepared and carried out a survey among teacher-mentors from different HEIs where music pedagogy students receive their pedagogical training. The focus of the research attention on practical training was purposeful, as cross-curricular integration and learning outcomes in specific subject areas are most evident in the context of pedagogical practices. |
| 2.  | Archiving in the UL AG document system; collection of documents in a special Ms Teams group   | implemented                 | All documentation is archived in the UL AG document system. The Department of Music Education also archives documents in a special MsTeams group.   |
| 2.  | Analysis of entry competences and design of a preparatory programme for the GP first cycle degree programme   | partially implemented       | The analysis of input competences was partially carried out for the generation enrolled in GP 1 in the academic year 2022/23.   |
| 2.  | Carrying out an analysis, linking it to research on the relevance of the defined objectives and competences of the SP in line with current needs in the Slovenian school environment. | partially implemented       | The results of the research carried out in the area of teacher training were analysed and discussed at the Music Pedagogy Department meeting.   |
| 4.  | Encouraging students to complete student surveys  | partially implemented       | Students are encouraged to complete student surveys, but the response rate is not significantly higher than in previous academic years.   |
| 4.  | Continue efforts to upgrade questions and items in student surveys  | partially implemented       | The issue of upgrading the questions and items in the questionnaires is complex, as it relates to the specifics of studying at the Academy of Arts, which are in many ways incomparable to the specifics of other study programmes at the UL.   |
| 4.  | Preparation of an action plan to gather feedback using surveys and other research instruments   | partially implemented       | The first steps have been taken to develop an action plan to gather feedback using surveys and other research instruments.  |
| 5.a | Developing an action plan for closer monitoring and analysis of the study process and academic achievement in each generation   | partially implemented       | An action plan to monitor and analyse more closely the study process and academic performance in each generation has been partially prepared.   |

|     |   |                       |  |
|-----|---|-----------------------|--|
| 5.b | Developing an action plan for analysing student workloads in individual courses   | partially implemented | An action plan for analysing student workload in individual courses has been partially prepared.   |
| 5.c | Creation of more visible and frequent posts on the UL AG website and other social media. Publication of study issues on internal websites.  | implemented           |  |
| 5.č | Designing an optimally integrated timetable according to the spatial conditions of the SP   | partially implemented | The relocation of the UL AG from 34 Stara trg Street to 1 Kongresni trg Street in the Kazina Palace also entailed the transfer of timetables and their adaptation to the new space conditions. It is also very difficult to create an optimally integrated timetable due to the crossing of the timetables of elective subjects with the timetables of compulsory subjects. If the elective courses are taught at other faculties, it is almost impossible to avoid crossing timetables. |
| 5.č | Improvement of the space and material conditions for the move to the Casino, provision of Eduroam at all locations  | implemented           |  |
| 5.č | Improving the possibilities for the acquisition of professional literature and the necessary technical resources, also in the context of the definition of financial resources for the Music Education Department.  | partially implemented | The move to the Kazina Palace meant that the necessary technical resources were provided for the teaching of classes. The possibilities for acquiring specialist literature have increased. The identification of financial resources for the Music Pedagogy Department was not fully realised.  |
| 5.č | Improved content and systems tutoring   | implemented           |  |
| 5.č | Using online tools and specific programmes more effectively   | implemented           |  |
| 5.c | Designing a customised delivery model for the Department of Music Education's International Music Week  | implemented           | The International Week in the Department of Music Education has been transformed into International Days, which take place throughout the academic year, in accordance with external conditions.   |
| 5.d | Optimal planning and implementation of teaching practice at different HEIs, ensuring quality supervision of the higher education teacher by the UL AG   | implemented           |  |
| 5.d | Encouraging students to demonstrate their knowledge and competences in developmental psychology, children's choir conducting and piano improvisation in their teaching practice in accordance with the year of study and the stage of their professional development. | implemented           |  |

|     |   |                                      |   |
|-----|---|--------------------------------------|---|
| 5.e | Systematisation of the post of a higher education teacher habilitated in the field of music education for the implementation of the above-mentioned subjects related to | remains at the level of the proposal | Systematisation of the post of a habilitated higher education teacher in the field of music education for the implementation of the above-mentioned subjects related to |
|-----|---|--------------------------------------|---|

|     |   |                                      |   |
|-----|---|--------------------------------------|---|
|     | didactic use of ICT in music lessons  |                                      | didactic use of ICT in music teaching, was not implemented, although it is necessary due to the needs of the study programme as well as the introduction of new professional electives in the field of didactic use of ICT in music teaching. The implementation of teaching practices requires the systematisation of the assistant professor position at UL AG for the habilitation area of music pedagogical subjects.   |
| 5.e | Continuous drawing attention to insufficient funding and lack of adequate premises and equipment; obtaining adequate financial resources and material conditions for the implementation of the SPs  | implemented                          | Although the proposal has been implemented, the activities continue as funding is still insufficient, IRD funds are still not released, and fundraising is insufficient.  |
| 5.e | Provide funding for individual research work; recruit an assistant to provide administrative and professional support to staff in the preparation of project materials and call for tenders   | remains at the level of the proposal | the proposal will be repeated until the necessary changes have been made in the provision of funding for individual research work and the recruitment of an assistant to provide administrative and technical support to staff in the preparation of project documents and applications for calls for tenders   |
| 5.e | Solving the problems of obtaining the researcher's code; expanding the research group; ensuring compliance with the interpretation of the UL AG habilitation criteria; ensuring the transfer to the programme for the evaluation of scientific research work in the field of music education (Bibliographic Performance Indicators for Election to the Degree). | partially implemented                | The research team was only partially expanded and the issue of obtaining researcher codes was only partially resolved. It should be verified whether the interpretation of the UL AG habilitation criteria in the programme for the evaluation of scientific research work in the field of music education is being transferred to the programme for the evaluation of scientific research work in the field of music education (Bibliographic performance indicators for election to the title). |

|    | <b>Opportunities for improvement</b>  | <b>Key weaknesses</b> | <b>Key dangers</b> | <b>Objective (i)</b>   | <b>Proposals for action**</b>   | <b>Responsibility within a Member</b>   |
|----|---|-----------------------|--------------------|--|---|---|
| 2. | <p>An evolving education system</p> <p>in Slovenia requires continuous verification objectives and competences SP GP 1 and SP GP 2 also in relation to changes in society and the environment. Expected renewal of programmes and curricula general Education</p> <p>(Primary schools, grammar schools) and updating teaching plans in music education will be requested by in parallel building on the objectives and GP GP competences 1 and SP GP 2.</p> |                       |                    | <p>Participation in national commissions for renovation of teaching general plans</p> <p>Education (2022/23), - Check defined objectives and GP GP competences 1 and SP GP 2</p> <p>on current and future needs of the evolving Slovenian general and music education (2023/24) – development of indicators Input competences at SP GP 1 (2022/23)</p> | <p>To explore the relevance of the identified objectives and SP competences GP 1 and SP GP 2</p> <p>in the light of current and future needs of the evolving Slovenian general and music education. Design additional indicators for analysis Input competences on the study programme...</p> | <p>Head of the Music Department</p> <p>Pedagogy, Study Administrator</p> <p>GP 1 and GP 2</p> |
| 3. | <p>In the field of musical art, culture, music pedagogy and other pedagogical Sciences, Literature increases and is necessary at to the permanent updating content to provide also for good Information student guidance - future teachers, so that they can choose critically quality content, available in digital</p>  |                       |                    | <p>Updating content and study literature in the classroom GP 1 and GP 1 plans SP GP 2 (continuous - dates coordinated at UL AG level for all SP)</p>   | <p>Continue the modernisation process content and study literature on all subject SP GP 1 areas and SP GP 2.</p>  | <p>Head of the Music Department</p> <p>Pedagogy</p>   |

|    |   |  |  |   |   |   |
|----|---|--|--|---|---|---|
|    | form and on the World Wide Web.   |  |  |   |   |   |
| 4. | Student surveys will be more topical for compliance if will include indicators to be refer to (pedagogical) studies | poor responsiveness students despite to the permanent encouraging sexualisation student surveys, overloaded with | survey questions, which are not quite topical for pedagogical studies at Artistic academies, external stakeholders are not | Bigger numerus completed student surveys (2022/23 and continuous growth in following study years) | Continue to promote students to filling student surveys in all subjects and by striving for | The Management of UL AG, all higher education teachers and colleagues, working at UL AG |

|     |   |  |  |   |   |  |
|-----|---|--|--|---|---|--|
|     | <p>on artistic academies. All other feedback information provided by Retrieved from higher education teachers and colleagues from all Stakeholders (Students, mentor teachers, of VIZ directors) collect, document and dealt with at meetings of the department for Musical Pedagogy.</p> | regular work external stakeholders   | <p>always responsive for its own professional overload</p>   |   | <p>Content upgrade</p> <p>questions and items in student</p> <p>surveys in the link the specifics of your studies on artistic Academy.</p>  |  |
| 5.a | <p>Population monitoring</p> <p>students throughout years of study must be systematic and Continuous.</p>   |  | <p>protection of personal data, which disables insight into individual's academic achievements in VISu</p> | <p>- Action Plan a plan for systematically and Continuous monitoring each Generations students</p>  | <p>Continue the preparation of the Action Plan a roadmap for closer monitoring and analysis of the study of the process and academic achievements in every generation</p>                                       | <p>Head of the Music Department</p> <p>Pedagogy</p>                      |
| 5.b | <p>Preparation of the self-evaluation reports for each year means at the same time at his hearing at the various bodies</p> <p>UL AG launch implementing measures for improvement quality Teaching of the process in next period.</p>   | <p>preparation timetable self-evaluation reports to the UL AG</p>              | <p>Varying the structure of self-evaluation reports</p>  | <p>- verification of implementation proposals for improvements from the final report evaluators OVERNIGHT (2022/23 and following years)</p> | <p>Continuous verification of implementation proposals for improvements from the final report evaluators NACVIS (sample Evaluation 2020/21), relating to monitoring and Providing quality Teaching process.</p> | <p>Study Administrator GP 1 and GP 2</p>                                 |
| 5.c | <p>Tracking publications and invitations International offices allows</p>   | <p>poorer transparency organisational publications units for International</p> |  | <p>- Involving GP students in Annual international</p>  | <p>Encourage and to enable greater involvement music students</p>   | <p>Study Administrator GP 1 and GP 2, Chairwoman Department of Music</p> |



|  |  |  |   |   |   |
|--|--|--|---|---|---|
| <p>a higher rate internationalisation. To be promoted by also need to be passed through projects and other activities by implemented by the Department for Musical Pedagogy UL AG.</p> | <p>participation in UL website AG,</p> |  | <p>student forums, - use other options for implementing mobility students (2022/23 and following years)</p> | <p>pedagogy in international student forums and in the implementation international days at UL AG and at foreign related<br/><br/>Higher education institutions. Promote and to use other</p> | <p>Pedagogy, President organisational units for international participation</p> |
|--|--|--|---|---|---|

|     |   |  |   |  |   |  |
|-----|---|--|---|--|---|--|
|     |   |  |   |  | mechanisms for exchanges and co...  |  |
| 5.ċ | Upgrading the tutoring system and content. Fostering student involvement in professional and research work through the Department of Music Pedagogy, interdepartmental links at the UL AG, the work of the chairs at the UL AG and through other forms of inter-institutional networking and networking.  | Evaluation of tutoring, evaluation of students' work when they are involved in projects. |   | - Building on tutoring support for students, - Increasing student involvement in projects (2022/23 and beyond)               | To build on the system of tutoring support for students who need it in specific subjects. Increase student involvement in professional and research work through projects led or involving higher education teachers and staff.   | Management of the UL AG, Head of the Department of Music Pedagogy              |
| 5.d | The practical training of students is contextualised in the whole vertical of general and music education. Developments in educational doctrines and strategies, didactic procedures and changes in learning environments require continuous upgrading and appropriate modification of students' practical training. Networking and fast The flow of information between stakeholders involved in students' practical training is crucial for proper development. |  | organising life and work at the VIZ according to the annual plans and in the light of unforeseeable external factors that may arise | Evaluation and upgrading of the pedagogical training of students in conjunction with external stakeholders (2022/23 onwards) | To continuously evaluate the delivery of the annual pedagogical training in conjunction with all stakeholders and to upgrade and modify the pedagogical training of students according to the needs and requirements of the HEIs. | Head of the Department of Music Pedagogy, GP 1 and GP 2 teaching practitioners |
| 5.e | Promoting science and   | insufficient funding and material  | indicators and eligibility criteria   | Providing Financial  | to provide for the provision of   | UL AG Management   |

|   |   |   |  |  |  |
|---|---|---|--|--|--|
| <p>The research and artistic work of higher education teachers and the public presentation of scientific research and artistic achievements is crucial for the successful and continuous career development of UL AG employees. UL AG should promote training for higher education teachers and organise and deliver it itself.</p> | <p>support at UL AG (reimbursement of IRD to higher education teachers and staff)</p> | <p>ARRS projects that cannot be achieved due to the specificities of the research fields at UL AG</p> | <p>material resources for the scientific, research and artistic work of higher education teachers and staff, and the monitoring and promotion of the further career development of UL AG employees (2022/23 and the following years)</p> | <p>Financial and material resources for the scientific research and artistic work of higher education teachers and staff (IRD). To accompany, promote and encourage higher education teachers and staff in their career paths.</p> |  |
|---|---|---|--|--|--|

## MUSIC THEORETICAL PEDAGOGY (1000952)

### 1. General information SP

Information about the study programme administrator(s)

Please write down the name, surname and habilitation title of the supervisor.

David Veber, doc.

Name of the study programme

Music - theoretical pedagogy

Study programme level

second stage

Type of study programme

Master's degree

Study delivery method

full-time, part-time

Additional description

Master's degree (second Bologna degree)/Master's degree (second Bologna degree)

Name of the Member(s) involved in the implementation of the study programme

UL Academy of Music

Study year

2021/2022

## **2. The main objectives of the SP and the competences expected of graduates**

### **Fundamental objectives**

The aims of the programme are to train graduates to work in the field of music education in the following areas primary and secondary music education, and general secondary education.

The learning outcome will be the graduate's qualification to teach independently in primary and secondary music education and to teach at secondary level in general schools. It will also equip the graduate to plan and implement programmes for other target groups in the field of non-formal education and to work in teams with teachers, parents and other professionals.

The programme overlaps in terms of competences with the Music Pedagogy programme. However, it differs in that graduates of this programme have a significantly greater emphasis on the music-theoretical skills required for teaching music-theoretical subjects at the secondary level of music education, while graduates of the Music Pedagogy programme have a greater emphasis on pre-primary and primary general music education and training.

### **General competences of the graduate**

- In-depth synthetic, analytical, creative thinking and problem-solving, flexible application of knowledge in practice,
- autonomy, (self-)criticality, (self-)reflexivity, (self-)evaluation and striving for Quality,
- general knowledge, ability to communicate with experts in other professional and scientific fields,
- initiative/ambition, the value of continuous personal development and professional development,
- organisational and management skills,
- sensitivity (awareness) for the natural and social environment, national culture, heritage, identity, multiculturalism and non-discrimination,
- information literacy, the use of ICT in education,
- ability to manage time, to plan independently, to self-monitor the implementation of plans,
- knowledge and understanding of social systems, especially processes in education,
- ability to work in a collaborative/team environment,
- Communicating in a foreign language,
- sensitivity/openness to people and social situations,
- knowledge and understanding of the developmental patterns, differences and needs of the individual,
- knowledge of educational concepts, their philosophical and historical foundations,
- knowledge and understanding of institutional frameworks (requirements, legislation, documentation needs, legal aspects of educational work),
- understanding individual values and value systems, managing professional-ethical issues.

### **Subject-specific competences:**

- In-depth knowledge of music-theoretical skills (solfeggio, harmony, counterpoint, musical analysis, compositional techniques),
- in-depth knowledge, understanding and application of contemporary music-didactic philosophy and established music-didactic concepts in secondary and primary music education, and general secondary education
- in-depth understanding and applied use of general curriculum theories and general didactic, pedagogical, pedagogical and psychological knowledge, skills and abilities in formal and informal forms of music education,

- in-depth knowledge, understanding and application of the curricula for primary and secondary music education and for music education in secondary schools,
- in-depth knowledge, understanding and application of the curriculum for school choirs,
- interdisciplinary integration of content,
- developing action research on the use of didactic materials and musical repertoire,
- pedagogical classroom management,
- organising active and independent learning,
- independent evaluation of pupils'/ students' musical achievements,
- independent evaluation of the creative activities of school choirs,
- adapting musical activities and educational approaches to individual, social and cultural diversity,
- the development of a professional self-image of the future teacher as a dynamic and creative agent music,
- developing aesthetic sensitivity to a good sound environment,
- in-depth knowledge, understanding and application of music-theoretical expertise, skills and abilities in school choir conducting,
- a deeper knowledge of the repertoire for school choirs and orchestras,
- the ability to express oneself artistically in the choral and/or orchestral field,
- Awareness of the phenomenon of music and its diverse manifestations,
- a deeper understanding of music in its artistic, scientific and technical domains,
- mastering the language of music through the dynamic and creative use of music theory, history and reproductive fields,
- in-depth knowledge, understanding and application of music-theoretical and design skills,
- developing listening and music-reading skills and musical memory,
- knowledge and understanding of world and Slovenian music history,
- knowledge, understanding and appreciation of musical works from world and Slovenian music literature,
- developing a wide range of functional uses for reproductive objects in music activities in formal education and other forms of musical participation,
- the ability to make music individually and as a group,
- developing musical independence
- Awareness of the values of Slovenian and world music culture, knowledge, understanding and use of various methods of evaluation of musical achievements.

#### **Core objectives of the study programme and expected competences of graduates - Changes**

No change

#### **The main objectives of the study programme and the expected competences of graduates - Monitoring the achievement of objectives and competences**

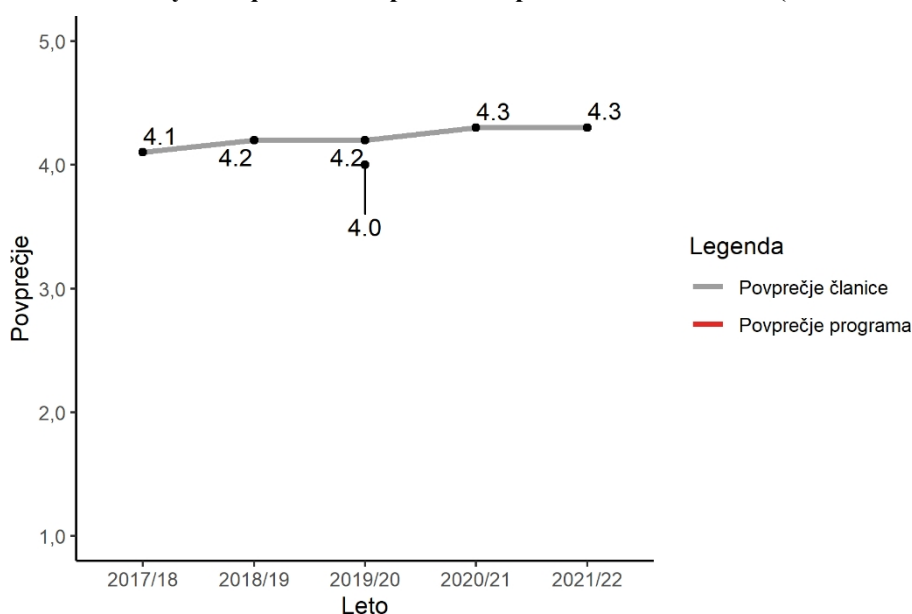
The Music Theory Pedagogy study programme supports and shapes the development of competences in the fields of music theory, music pedagogy, music production and reproduction, and music history. The study programme comprises three fields of study: Composition and Music Theory, Conducting (Choral Conducting) and Sacred Music. The main objectives of the study programme are for students to acquire and develop the competences for artistic and concert performance as well as the pedagogical and didactic competences for independent teaching of music-theoretical subjects in secondary and primary music education and at the secondary level of general education. Horizontal cross-curricular links are also established with other Master programmes of the UL AG, in particular with the Music Art and Music Pedagogy programmes. In terms of vertical inter-subject links, the programme is linked to the first cycle programmes in Music Arts - Composition and Music Theory, Orchestral Conducting, Choral Conducting and Sacred Music, and the third cycle doctoral programme in Humanities and Social Sciences, Composition and Music Theory. The curricula of the individual courses of the broad-based study programme include subjects related to

creative activity, artistic expression and concert activity, and at the same time a set of pedagogical-psychological subjects, special didactics with pedagogical practices. The curriculum of the study programme, designed in this way, supports the acquisition and mastering of fundamental competences in various musical fields for further professional pursuits. The acquired competences open up a wide range of employment opportunities, from artistic creation to concert recreation, as well as work in the field of education and training, while the programme also supports opportunities for direct engagement with the environment. Direct cooperation with the environment takes place already during the study process, in close connection with nationally important Slovenian cultural and musical centres, in the direction of artistic creative and concert recreational activities, at the same time also in the context of general and music education. The employment opportunities and needs in the Slovenian environment, as demonstrated by the presence of a supply of jobs, justify the existence and indispensable presence of the study programme, especially from the point of view of music creative activity as a fundamental activity in the development of the Slovenian musical heritage.

Collaboration with the environment, linked to the study process, supports the mutual transfer of experience, needs and knowledge between partner institutions. The interaction thus allows for a qualitative loop of possible necessary additions, changes and improvements to individual courses within the study programme as well as to the already established practices of future employers. The factor of cooperation with the environment plays a key role in qualitatively supporting the development of specific professional competences in the field of artistic creative expression, concert performance and teaching and learning processes at lower and middle levels in music education and at general secondary level. In constant interaction with the labour market, the individual courses of study are continuously supplemented, improved and adapted to changes and needs in the field of employment, which is consequently reflected in continuous adjustments to the learning and teaching processes in the course of education. All the courses of the study programme thus support to a large extent the development of specific and generic competences that enable successful entry into the labour market and employment.

**The main objectives of the study programme and the expected competences of graduates - Assessment of the achievement of objectives and competences**

**To what extent have you acquired the expected competences in the course? (Post-exam survey)**



The acquired competences open up a wide range of employment opportunities, from artistic creation to concert recreation, as well as in the field of education and training, and the programme also supports

opportunities to engage directly with the environment. Direct cooperation with the environment takes place already during the study process, in close connection with nationally important Slovenian cultural and musical centres, in the direction of artistic creative and concert recreational activities, simultaneously also in the framework of general and music education. The employment opportunities and needs in the Slovenian environment, as demonstrated by the presence of a supply of jobs, justify the existence and indispensable presence of the study programme, especially from the point of view of music creative activity as a fundamental activity in the development of the Slovenian musical heritage.

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#### **Opportunities for improvement**

No action is foreseen in this area.

### **3. Relevance of the content of the SP and its learning units**

#### **Relevance of the content - Development of the discipline or field**

Each professor is an expert in his or her field and keeps students up-to-date. The professors are all very active in the artistic field and through this always bring the most up-to-date in art, music theory and pedagogy into the programme.

#### **Relevance of content - Needs of graduates and work organisations**

We are in constant contact with all relevant artistic and educational institutions, so that we keep reflect on needs.

#### **Opportunities for improvement**

Reduction of the workload in Special Music Didactics, especially in terms of reducing the amount of writing of teaching preparations related to creative and music theory subjects.

### **4. Strengths and weaknesses of the SP according to the results of student surveys and comparable mechanisms**

#### **Strengths and weaknesses of the SP - Description**

Averages of the aggregated component scores at subject level: three components of PO 4.0, number of hours PO 3.0, PO competences, 5.0

#### **Opportunities for improvement**

No action is foreseen in this area.



## 5.a STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring the student population at ŠP level

### Student population monitoring - Call for applications, enrolment

|               |        | Število vpisanih študentov v letnik po letih in načinu študija |         |         |         |         |
|---------------|--------|--|---------|---------|---------|---------|
|               |        | 2017/18  | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| Način študija | Letnik |  |         |         |         |         |
| REDNI         | 01     | 3  | 4       | 2       | 1       | 2       |
|               | 02     | 5  | 1       | 3       | 2       | 1       |
|               | 0A     | 3  | 2       | 1       | 2       | 1       |
|               | Vsota  | 11   | 7       | 6       | 5       | 4       |

The population trend in the SP has been decreasing, according to the students interviewed, mainly due to the heavy teaching load and the consequent lack of time for the main subject. Encouragement of students in Church Music would be needed to encourage more of them to study Music Theoretical Pedagogy.

### Monitoring the student population - Transiency

| Prehodnost iz. 1. v 2. letnik po letih |         |         |         |         |
|--|---------|---------|---------|---------|
| 2017/18                                | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| 100,0 %                                | 33,3 %  | 75,0 %  | 100,0 % | 100,0 % |

Transitability is high. Those who choose this programme are highly motivated and want to finish their studies as soon as possible.

### Monitoring the student population - Completion of studies

| Število diplomantov po letih |      |      |      |  |
|------------------------------|------|------|------|--|
| 2018                         | 2019 | 2020 | 2021 |  |
| 6                            | 1    | 2    | 2    |  |

The number of graduates is broadly similar each year, with 2018 being an exception.

### Assessment or evaluation

The trend is for students to complete their studies on time and with high average grades, which shows that highly motivated.

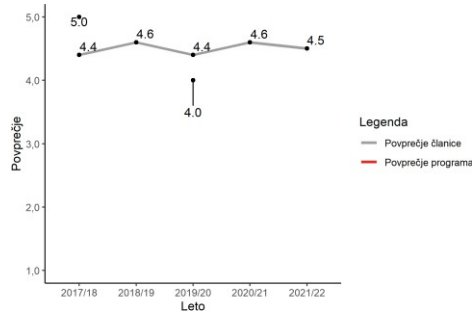
### Opportunities for improvement

No action is foreseen in this area.

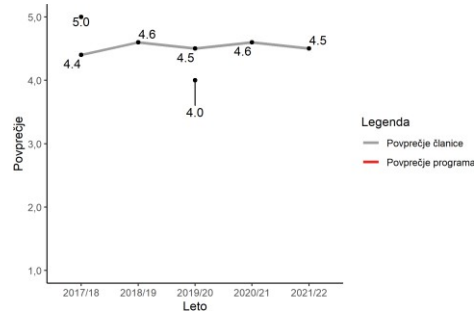
## 5.b STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring and quality assurance of the teaching process

### Monitoring and quality assurance of the teaching process - At the level of individual subjects or teaching units

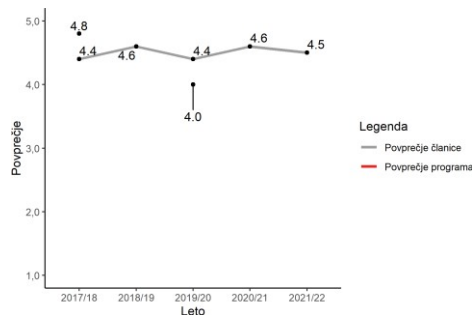
**Agreement with the claim: Overall, I agree with the Satisfied with the subject (Pre-exam survey)**



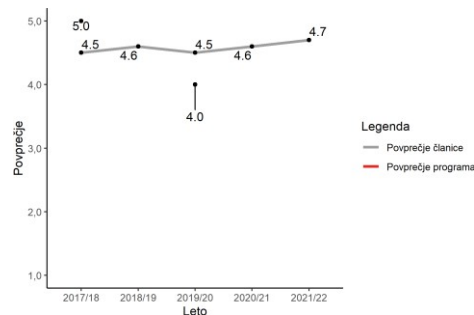
**Agree with statement: Different ways of working in the delivery of the course (lectures, tutorials, seminars, etc.) are coordinated with each other. (Pre-exam survey)**



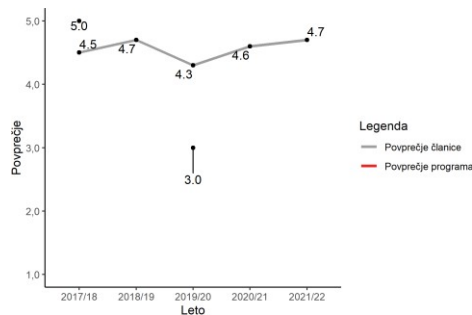
**Agreement with the statement: The study literature and resources (articles, electronic resources, case studies, etc.) cover the course content well (Pre-exam survey).**



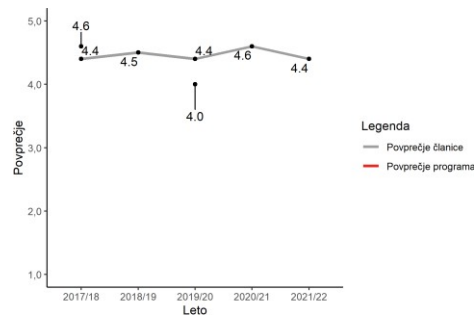
**Agreement with the statement: I am informed about my course commitments in a timely manner (Pre-exam survey)**



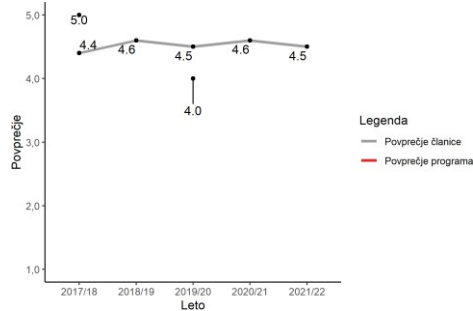
**Agreement with the statement: I find that ongoing assessment of knowledge in the course (in whatever form: colloquium, test, homework, projects, seminars, etc.) is appropriate to the nature of the course (Pre-examination survey).**



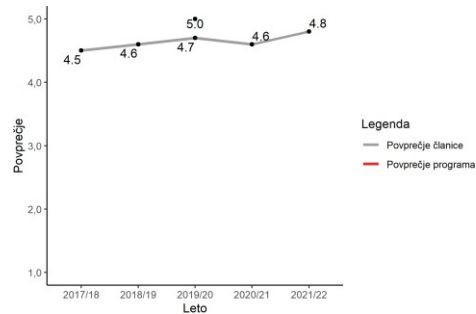
**Agree with the statement: All the necessary information related to the subject is published online. (Pre-exam survey)**



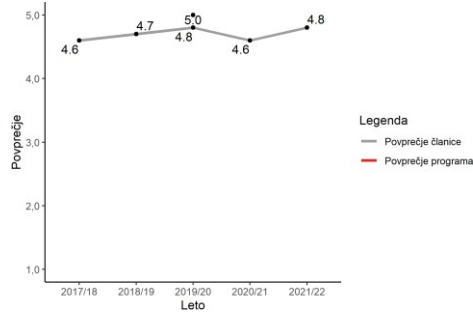
**Agree with the statement: Implementation of the subject encourages me to learn independently thinking. (Survey BEFORE the exam)**



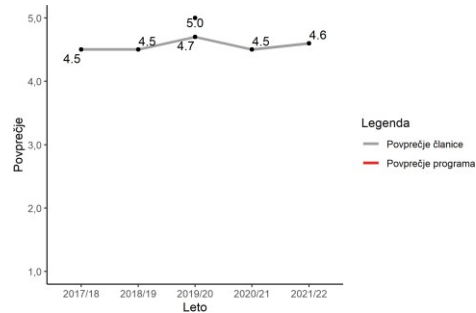
**Agreement with the statement: The tasks were appropriately Course content represented (in lectures, independent study, etc.) (Post-exam survey)**



**Agree with the statement: The assessment and verification criteria were respected (Post-exam survey).**



**Agree with the statement: The tasks were unambiguous and clear. (Post-exam survey)**



In particular by tracking the results of student surveys and improving communication between professors and students.

### **Monitoring and quality assurance of the teaching process - Cross-curricular integration**

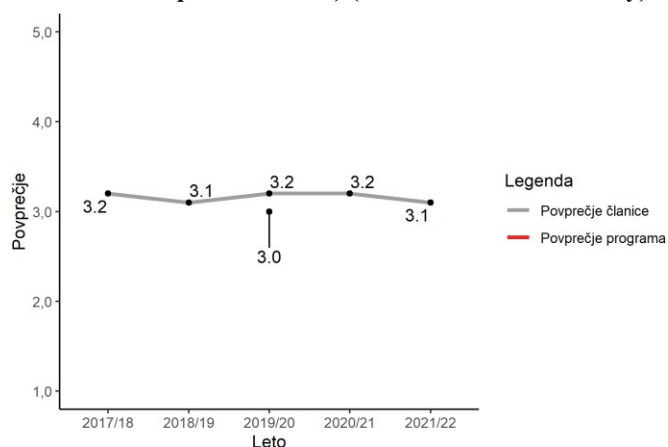
At the level of the Department of Music Theory, professors of different subjects are networking with each other.

### **Monitoring and quality assurance of the teaching process - Adapting teaching, learning and assessment methods to the expected competences**

By introducing more practical content in music theory subjects.

## Monitoring and quality assurance of the teaching process - Student workload

Please assess whether you have spent between #ktmin# and #ktmax# hours on the course, as foreseen in the study programme (25-30 hours student load = 1 KT; including lectures, tutorials, seminar, etc., and all forms of independent work) (Post-examination survey)?



The credits correspond to the student workload.

## Monitoring and quality assurance of the teaching process - Student-centred learning and teaching

Due to the smaller number of students and individual tuition, this is the core of the course.

### Assessment or evaluation

All of these elements mean that the professor has an individual approach to each student.

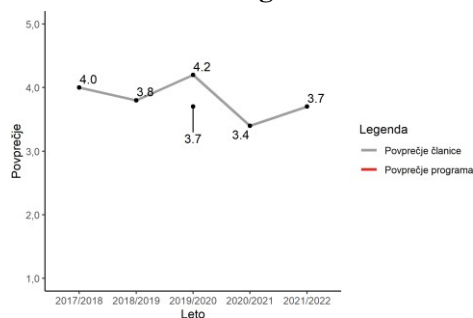
### Opportunities for improvement

No action is foreseen in this area.

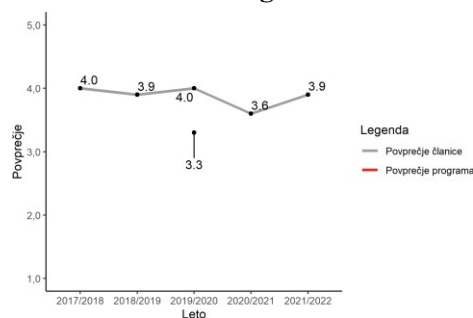
## 5.c STUDY PERFORMANCE AND EFFECTIVENESS: Support for the internationalisation of studies

### Support for internationalisation of studies - Home students

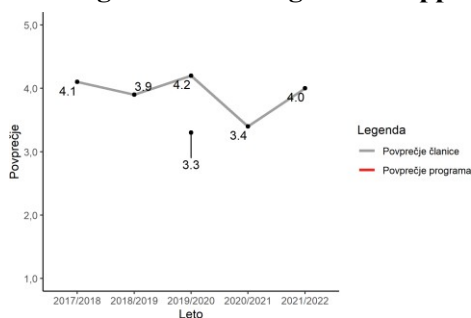
We have sufficient information on possible international exchanges



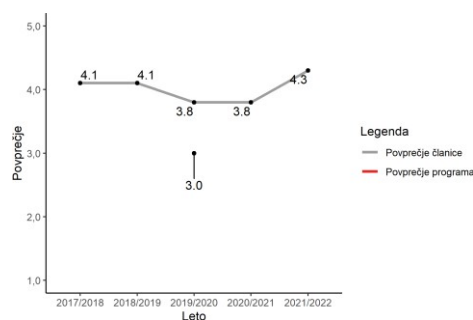
There are plenty of interesting options for international exchange



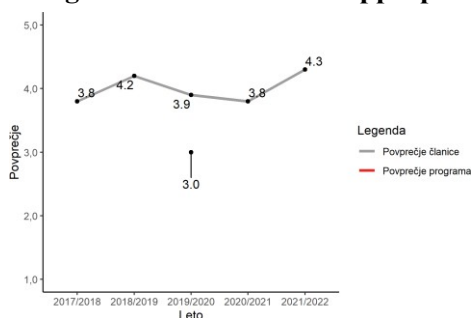
### Exchanges are encouraged and supported.



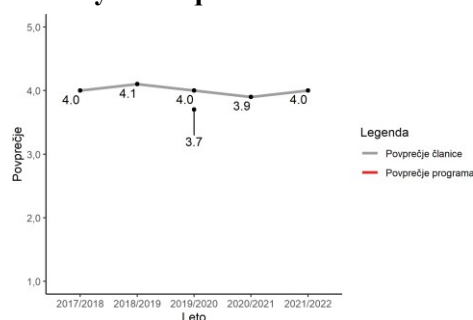
### I have the possibility to take compulsory items abroad.



### Recognition of the ECTS is appropriate.



### Professional support for international mobility is adequate.



By joining international workshops, competitions and study exchanges.

### Support for internationalisation of studies - International students

|               |        | Število vpisanih tujih študentov v letnik po letih in načinu študija |         |         |         |         |
|---------------|--------|--|---------|---------|---------|---------|
|               |        | 2017/18  | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| Način študija | Letnik |  |         |         |         |         |
| REDNI         | 01     | 0  | 1       | 1       | 0       | 0       |
|               | 02     | 0  | 0       | 0       | 0       | 0       |
|               | 0A     | 0  | 0       | 0       | 0       | 0       |
|               | Vsota  | 0  | 1       | 1       | 0       | 0       |

International students are involved in the work and life of the Academy through artistic projects. The main effects are international networking between students and the expansion of the network of future collaborators. The enrolment of international students is otherwise low.

### Support for internationalisation of studies - Internationalisation

The Academy organises an international summer school, there are many international weeks in all departments, and professors work on international projects involving students.

### Assessment or evaluation

Exchange of experience with placements abroad, international exchanges, international cooperation with more European academies.

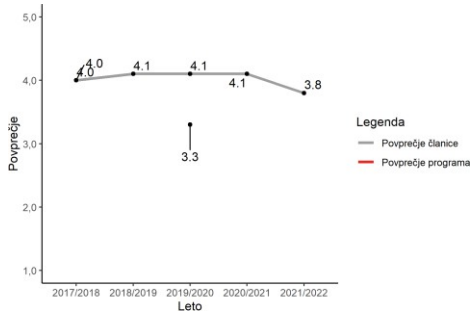
### Opportunities for improvement

No action is foreseen in this area.

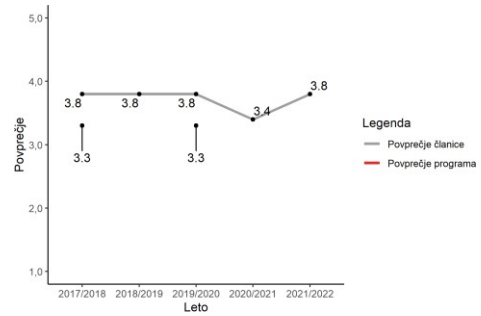
## 5. Success and effectiveness of the study: providing support, encouraging students studying

### Providing support, encouraging students to study - In connection with the implementation of the study programme process

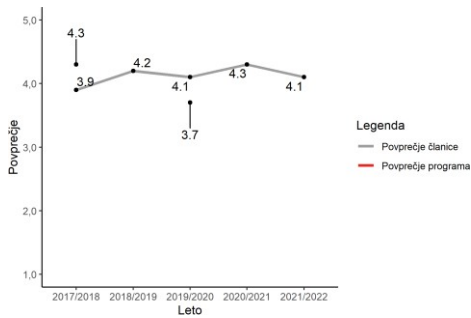
Overall, I am satisfied with my studies.



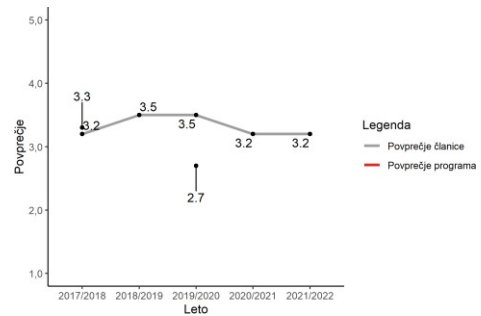
Information about the study process on time.



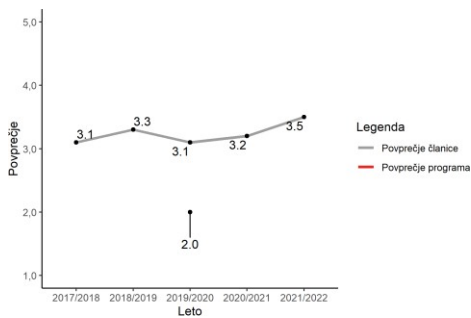
I was offered suitable electives from other UL faculties/academies.



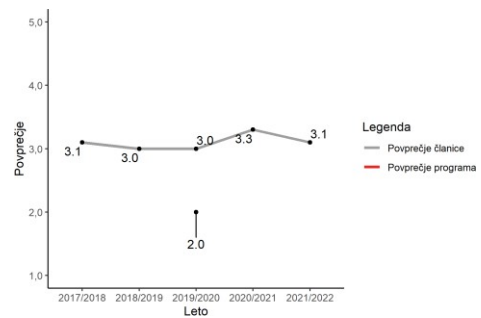
During my studies, I have got to know a fair number of external institutions (through excursions, invitations to seminars, etc.).



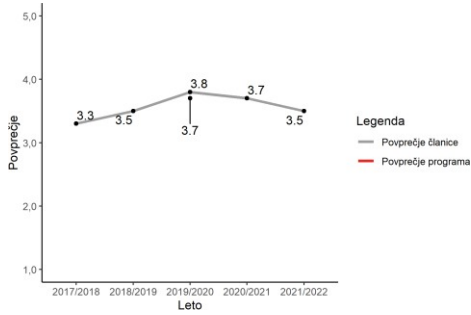
If I need a tutor, I know who to turn to.



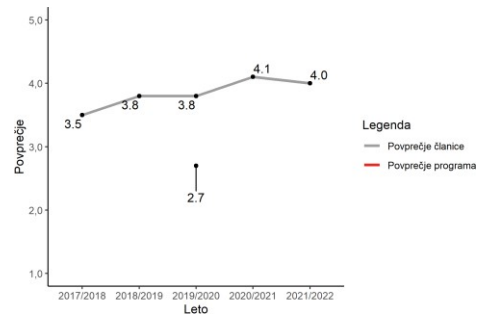
I know who I can turn to for career advice.



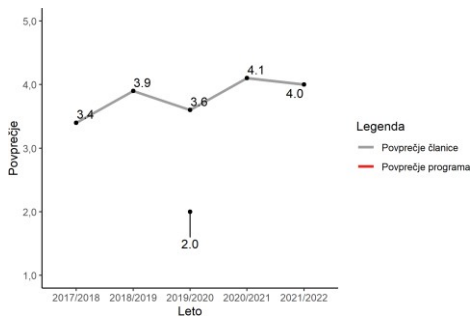
**The Student Office opening hours are convenient.**



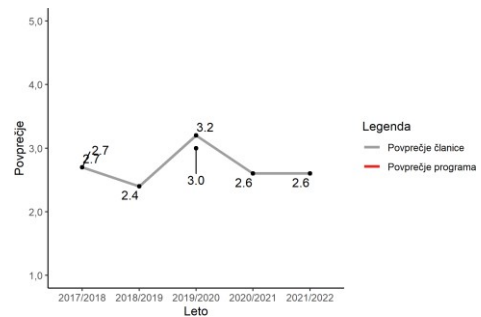
**The Student Office staff are responsive and effective.**



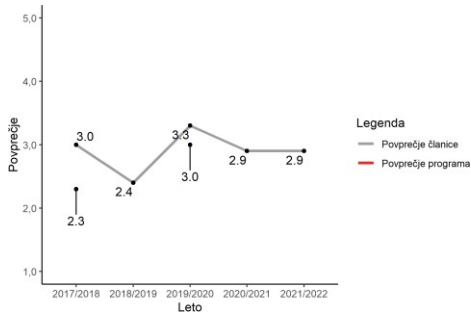
**The staff of the Student Office have the appropriate attitude towards students.**



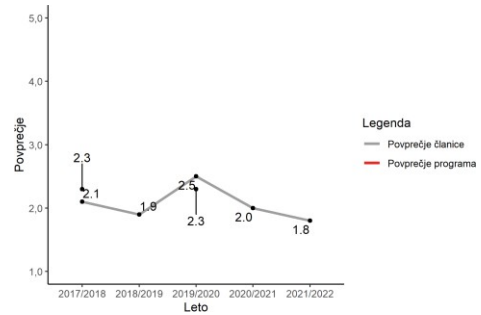
**Facilities for lectures, rehearsals and other teaching work are adequate.**



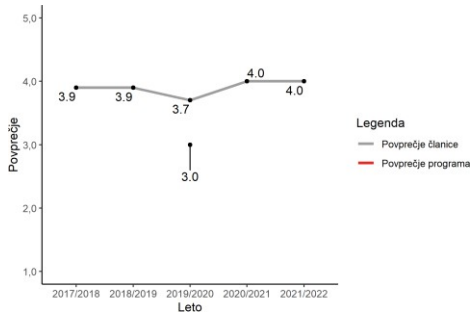
**Equipment for lectures, tutorials and other forms of instruction teaching work is adequate.**



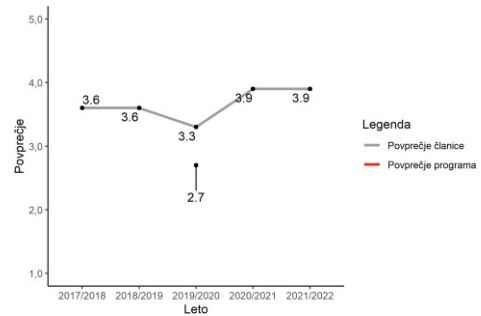
**Sufficient space for individual learning (reading rooms, classrooms, seminars, etc.).**



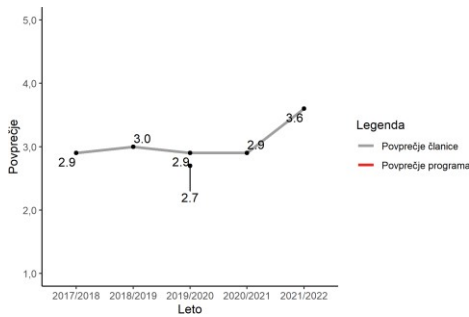
**The volume of literature is adequate.**



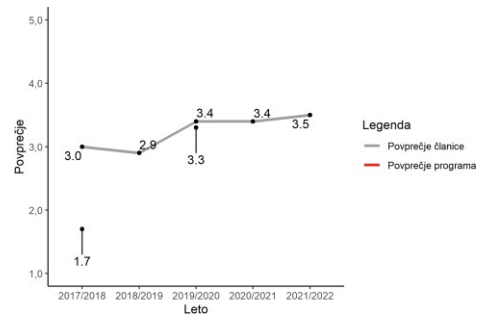
**The accessibility of the literature is adequate.**



**The library staff can advise me on literature search.**



**With a wireless network, I'm satisfied/satisfied.**



Tutoring has taken off well this year, and the College offers a wide range of elective courses at other UL member institutions.

**Supporting, encouraging students in their studies - Practical, professional, research or artistic work (1st and 2nd cycle)**

In particular through involvement in artistic projects (orchestra, choir, chamber ensembles, Studio for the New music, opera workshop).

**Providing support, encouraging students in their studies - Scientific, research, etc.**

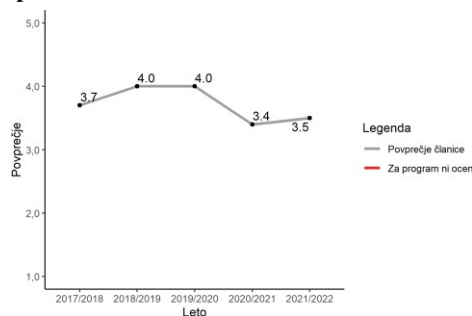
**Work of art (Level 3)**

In particular through involvement in artistic projects (orchestra, choir, chamber ensembles, Studio for the New music, opera workshops).

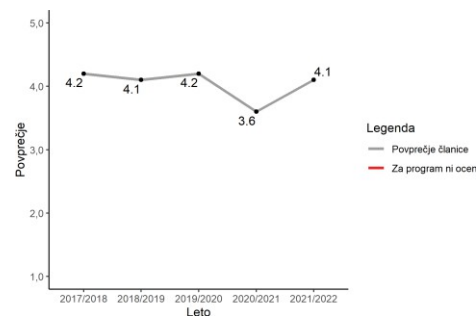
**Providing support, encouraging students to study - Activities while studying What other activities do you offer students while studying?**

Sport, alumni.

**I have a good choice in my studies sports activities.**



**Through the Student Council, I am Satisfied.**



**Providing support, encouraging students to study - Special help**

A new system of student trustees is in place.

**Assessment or evaluation**

Good international activity and lots of projects allow students to study very actively, not only in theory but also in practice.

**Opportunities for improvement**

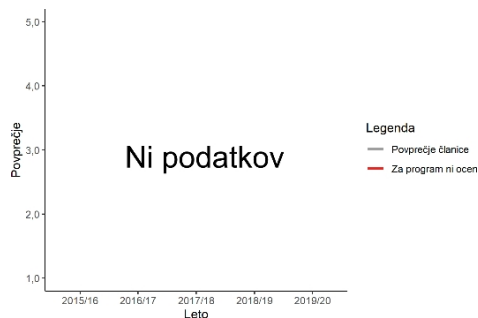
No action is foreseen in this area.



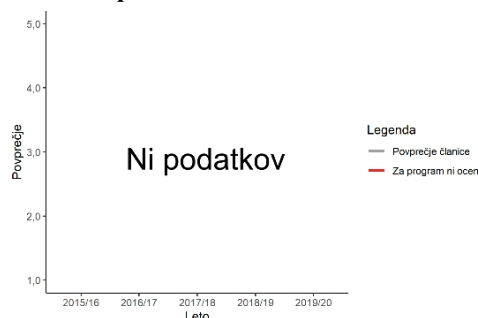
## 5.d STUDY PERFORMANCE AND EFFECTIVENESS: Practical training for students

### Practical training for students - Organisation

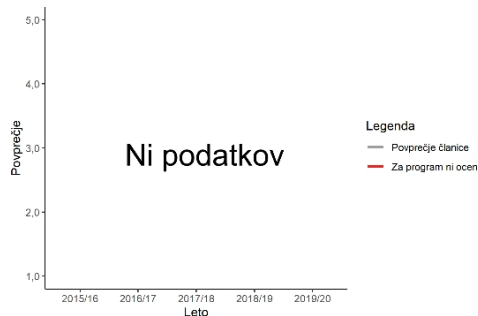
**We have a satisfactory range of external institutions for a study placement**



**I have been helped faculties/academies when looking for a traineeship**



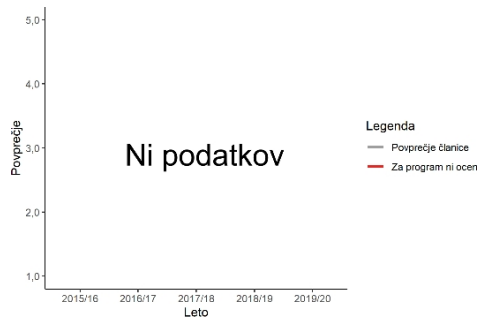
**I have been given sufficiently detailed instructions on how to do the traineeship**



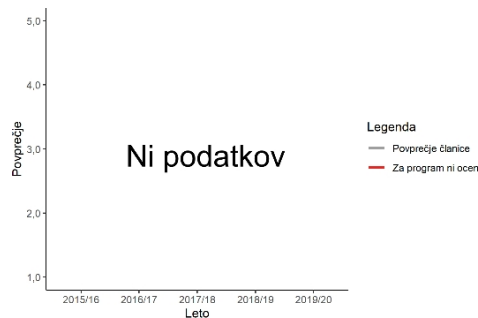
**The placement coordinator at the college gave me useful information before the placement and useful feedback after the placement**



**The way the traineeship was carried out was appropriate**



**The length of the traineeship is appropriate**



UL AG is connected with the Ljubljana Conservatory of Music and Ballet, and with the lower music schools where the practice takes place. Students are assigned to a mentor and the relevance of the content is coordinated.

### Practical training for students - Competences and learning outcomes

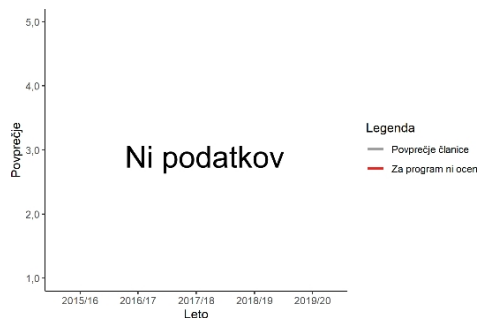
The study placement has enabled me to complement my professional knowledge and skills in my chosen field of study



Competences are adequate, and verification is through consultation with the mentor.

### Practical training for students - Mentors

**A mentor at an external institution offered me adequate mentoring support during the study period practice**



**Practical training coordinator has worked effectively with the faculty mentors in an external institution**



The quality of mentoring is measured through student surveys.

### Practical training for students - Organisations

KGBL, other units of lower music schools in Ljubljana.

### Practical training for students - Adequacy of design and delivery

The design is adequate, but the workload for the preparation of creative and music-theoretical lessons needs to be adjusted.

### Assessment or evaluation

Adequate cooperation and networking with the institutions where students do their internships, highly qualified mentors. This also connects students with future employers.

### Opportunities for improvement

No action is foreseen in this area.

## **5.e STUDY PERFORMANCE AND EFFECTIVENESS: Promoting professional development staff and participants**

### **Promoting the professional development of staff and collaborators implementing, supporting SP - Career Development**

Continuous development in your field, international activities and networking.

### **Promoting the professional development of staff and collaborators implementing, supporting SP - Training for pedagogical competences**

Encouraging training in higher education didactics and the use of ICT in the learning process.

### **Promoting the professional development of staff and collaborators who implement, support SP - International mobility**

International mobility is significant due to the involvement of professors in international projects.

### **Promoting the professional development of staff and collaborators who implement, support SP - Scientific research and development work**

I think so. The Academy gives everyone a sabbatical year and supports ideas that lead to progress (online edition of the Music Pedagogy Compendium).

### **Promoting the professional development of staff and collaborators who implement, support SP - Organisational climate**

Professors collaborate and network with each other (regular meetings within departments).

### **Promoting the professional development of staff and collaborators who implement, support SP - Staffing structure**

The staffing structure is adequate, most of the programme implementers are full-time staff, but we lack staff to professionally recorded master concerts.

### **Assessment or evaluation**

Continuous professional development of higher education teachers and staff contributes to better quality studies (staff activity in their fields)

### **Opportunities for improvement**

Staff reinforcement with an expert in audio and video recording (Master Concerts, etc.).

## **6. Monitoring and development of the SP and preparation of the self-evaluation report**

### **Preparation of the self-evaluation report - Stakeholders**

University teachers, heads of department, students, surveys.

### **Preparation of the self-evaluation report - Preparation process**

It was prepared by the programme administrator, in consultation with the professors running the programme and the students.

### **For joint degree programmes only: Method of preparation and organisation**

Coordination between the different departments involved in the implementation of this SP.

**REVIEW OF THE IMPLEMENTATION OF ACTIONS AND SUGGESTIONS FOR IMPROVEMENT**

| <b>Actions from the previous self-evaluation</b>  | <b>Status of the action</b> | <b>Further explanation of implementation</b> |
|---|-----------------------------|--|
| Start of discussions between Heads of Departments, senior lecturers and the UL AG management.           |                             |  |
| Discussions between the Head of the Department, senior lecturers and the management of the UL AG start. |                             |  |
| Incorporation of the proposal for the revision of the curriculum into the UL AG Action Plan.            |                             |  |

|     | <b>Opportunities for improvement</b>   | <b>Key weaknesses</b>                                 | <b>Key dangers</b>   | <b>Objective (i)</b>   | <b>Proposals for action**</b>   | <b>Responsibility within a Member</b>  |
|-----|--|---|--|--|---|--|
| 3.  | Reduction load at Special Music<br><br>didactics, mainly in meaning Reductions the scope of the writing training courses that are linked to creation and Musical Theoretical subjects. | Overloading with writing learning<br><br>Preparation. | Too little time for composing.   | Balance between pedagogical content and to the main subject.             | Establishing a dialogue on this a theme among all stakeholders and reduction load related to writing lessons<br><br>preparations, which are related to creating and music theory. | Programme administrator, President<br><br>Department for Musical Pedagogy, President<br>Department for composition and music theory. |
| 5.e | Staff reinforcement by<br><br>to the experts for audio and video Recording (Master's concerts, etc.)   | The recordings are of poor quality.                   | Concert recordings are not suitable for promoting UL<br><br>AG, students, use on auditions, etc. | Arranging long-term cooperation with experts in audio and video Content. | Establishing cooperation with professional and competent the staff for this area.   | Leadership, Chair of music theory, Administrator programme.  |

## **INSTRUMENTAL AND VOCAL PEDAGOGY (1000951)**

### **1. General information SP**

Information about the study programme administrator(s)

Katja Porovne Silič, doc.

Name of the study programme

Instrumental and singing pedagogy

Study programme level

second stage

Type of study programme

Master's degree

Study delivery method

full-time, part-time

Additional description

Master's degree (second Bologna degree)/Master's degree (second Bologna degree)

Name of the Member(s) involved in the implementation of the study programme

UL Academy of Music

Study year

2021/2022

## **2. The main objectives of the SP and the competences expected of graduates**

### **Fundamental objectives**

The aims of the programme are to train graduates to work in the field of music education in their field of study and to work in the field of the performing arts, mainly as chamber musicians, choral singers, leaders of school ensembles, etc.).

The learning outcome will be graduates' competence to carry out high-quality independent teaching work in their field of study.

### **General competences of the graduate**

- Ability to gather, analyse and synthesise information
- Ability to develop new ideas and arguments critically (creativity)
- Ability to self-motivate and self-lead
- Ability to plan and work independently
- Ability to listen dynamically (two-way flow of information)
- The ability to think creatively
- Ability to apply knowledge in practice
- Ability to use imagination and intuition effectively
- Ability to think flexibly in different circumstances
- Ability to understand emotionally
- Ability to express thoughts and feelings
- The ability to be thin-sensitive in distinguishing between emotional and rational intelligence
- Capacity for self-awareness and self-determination
- Ability to understand individual values and value systems
- The capacity for critical self-awareness
- Ability to use critical communication skills constructively
- Ability to respond to social, artistic or ethical issues related to their work
- Ability to self-critique, critique, communicate and communicate as a team
- Ability to analyse rationally and emotionally
- Ability to synthesise and form comprehensive judgements
- Ability to communicate orally and in writing
- Ability to express yourself
- organisational skills for working in teams and managing teamwork
- The ability to explore artistically

### **Subject-specific competences**

- The ability to express oneself artistically in depth in the musical field of one's specialisation,
- the ability to articulate the musical imagination in depth,
- the ability to understand musical content and forms,
- mastery of artistic interpretation in the field of your specialisation ,
- understanding of cause and effect processes in the field of engineering of your major,
- knowledge and application of stylistic interpretation of all periods from the Renaissance onwards,
- in-depth knowledge and independent application of the processes of studying different artistic works.
- knowledge and application of the preparation of artistic performances,
- orientation in Slovenian and world music history and literature,
- evaluation of musical and artistic expression,
- the ability to communicate their musical knowledge to professional and lay audiences,
- sensitivity/openness to people and social situations,
- knowledge and understanding of the developmental patterns, differences and needs of the individual, knowledge of educational and educational concepts, their philosophical and historical foundations,

- knowledge and understanding of institutional frameworks (requirements, legislation, documentation needs, legal aspects of educational work),
- understanding individual values and value systems, managing professional-ethical issues,
- in-depth knowledge, understanding and application of contemporary music-didactic philosophy; and established music-didactic concepts in their field,
- in-depth understanding and applied use of general curriculum theories and general didactic, pedagogical, pedagogical and psychological knowledge, skills and abilities in formal and informal forms of music education in your area,
- In-depth knowledge, understanding and application of the curricula for their field of study in primary and secondary music education,
- interdisciplinary integration of content,
- developing action research on the use of didactic materials and musical repertoire,
- Teaching guidance for students in individual work and small group work,
- organising active and independent exercise,
- independently evaluating pupils' achievements in the field of music in their field of study,
- adapting musical activities and educational approaches to individual, social and cultural diversity,
- the development of a professional self-image of the future teacher as a dynamic and creative agent music,
- developing aesthetic sensitivity to a good sound environment,
- in-depth knowledge, understanding and application of music professional knowledge, skills and skills in your field of study,
- Awareness of the phenomenon of music and its diverse manifestations,
- a deeper understanding of music in its artistic, scientific and technical domains,
- mastering the language of music through the dynamic and creative use of music theory, history and reproductive fields,
- knowledge, understanding and application of music-theoretical and design skills,
- developing listening and music-reading skills and musical memory,
- knowledge and understanding of world and Slovenian music history,
- knowledge, understanding and appreciation of musical works from world and Slovenian music literature,
- developing a wide range of functional uses for reproductive objects in music activities in formal education and other forms of musical engagement,
- the ability to make music individually and in groups,
- developing musical independence
- raising awareness of the values of Slovenian and world music culture,
- knowing, understanding and using different methods of evaluating musical performance.

#### **Core objectives of the study programme and expected competences of graduates - Changes**

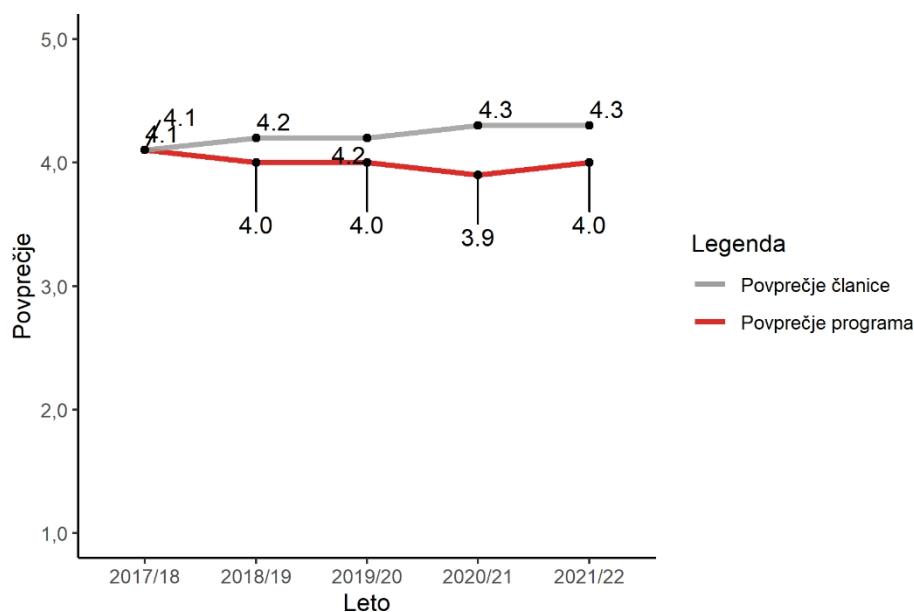
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#### **The main objectives of the study programme and the expected competences of graduates - Monitoring the achievement of objectives and competences**

Monitoring of the achievement of the objectives and competences of the graduates is carried out through student surveys, monitoring of the students during the learning process (individual lessons, lectures), through their instrumental and vocal performances, pedagogical performances, examinations, diploma theses, graduation performances, etc. The subject is also discussed at the meetings of the Music and Pedagogy Department.

## The main objectives of the study programme and the expected competences of graduates - Assessment of the achievement of objectives and competences

To what extent have you acquired the expected competences in the course? (Post-exam survey)



The student post-examination survey for the 2020/21 academic year shows that a higher percentage of students in this programme than the average Member State feel that they have acquired the expected competences. From 2016/17 to 2020/21, it ranges from 4.2-4.6, while the Member average ranges from 4.1-4.3.

Student surveys in the academic year 2021/22 showed a slight decrease in the assessment of the acquired competences for the SP. In the 2018/19 and 2019/20 academic years the score was 4.5, in 2020/21 it dropped to 4.2, and in the last academic year 2021/22 it dropped to 4.1. For the last two years the score of the programme has been slightly lower than the Member State average, which was 4.3 in both years.

Unfortunately, due to the low number of completed surveys, results were only shown for five of the 46 items.

The study programme Instrumental and Vocal Pedagogy enables its students to achieve their fundamental goals, such as training graduates for quality performance in the field of music pedagogy and performance in the field of creative arts.

The acquired general and subject-specific competences of the graduates are suitable for their further professional pedagogical and artistic career, which is also reflected in their successful performance at music schools after graduation.

### Opportunities for improvement

No action is foreseen in this area.

## 3. Relevance of the content of the SP and its learning units

### Relevance of the content - Development of the discipline or field

The relevance of the content of the IPP study programme can be concluded from the high performance of the graduates in the field of teaching, which is reflected, among other things, by the success of their students in public performances and other important events of music schools and in



competitions at national and international level.

In any case, the knowledge acquired in this study programme (theoretical and practical - teaching practice) enables students to gain their first experience and equips them for their later work. Cooperation with music schools where teaching practice takes place also contributes to the development of the profession.

The Chair of Music Pedagogy also hosts joint lectures and seminars by renowned foreign experts in the field (Prof. Paul Harris, Prof. Dr. Adina Mornell, etc.), which helps to ensure that the content of the SP appropriately reflects the development of the profession.

### **Relevance of content - Needs of graduates and work organisations**

The study programme includes professional courses and teaching practice, which ensure that the future graduate receives the relevant knowledge and practical experience necessary for his/her further successful teaching and artistic work.

Graduates of the UL AG are employed in public and private music schools, music grammar schools and conservatoires. Their employment prospects are adequate, mostly good, but fluctuate according to the needs of music schools, which are higher for certain instruments and lower for others.

### **Opportunities for improvement**

No action is foreseen in this area.

## **4. Strengths and weaknesses of the SP according to the results of student surveys and comparable mechanisms**

### **Strengths and weaknesses of the SP - Description**

In the academic year 2021/22, in a general survey at UL AG, students of all courses together rated the following factors on average:

"Recognition of the ECTS is adequate" (4.4)

"I have the opportunity to take compulsory courses abroad." (4.3)

"There are enough interesting opportunities for international exchange" (4.2) "I

was offered suitable elective courses from other UL faculties/academies" (4.2)

"The staff of the student office has an appropriate attitude towards students"

(4.2)

The lowest scoring factors:

"I have a good choice of sporting activities as part of my studies." (3.4)

"I know who I can turn to for career advice." (3.3)

"During my studies, I got to know a fair number of institutions." (3.3)

"The equipment for lectures, tutorials and other forms of teaching is adequate"

(3.1) "The facilities for lectures, tutorials and other forms of teaching are

adequate." (2.7)

"There is enough suitable space for individual learning (reading rooms, classrooms, seminars, etc.)" (2.0).

The factors that students rated most highly on the IPP programme were:

"Professional support for international mobility is adequate." (4.7)

"Recognition of ECTS is adequate" (4.7) "I have the possibility to take

compulsory courses abroad" (4.5).

worst

However:

"I know who I can turn to for career advice." (2.7) "The facilities for lectures, tutorials and other forms of teaching are adequate." (2.6) "There is enough suitable space for individual study (reading

rooms, classrooms, seminars, etc.)" (1.8)

In the 2021/22 academic year, IPP students rated the programme on average 4.6 in the Pre-examination Surveys in terms of satisfaction (4.2), coherence (4.6), independence (4.6), literature (4.8), information (4.9), online information (4.7) and revision (4.4).

Highest graded courses: ensemble management in school (4.8), pedagogy and andragogy (4.5), general music Didactics (4.5)

For the other subjects, the results are not **a v a i l a b l e** due to the low response rate.

On average, according to the Post Examination Surveys, the programme was rated (4.7) - in terms of content (4.8), clarity (4.6) and assessment (4.7). In terms of competences acquired, it was rated (4.1), and in terms of relevance of the CTs, (3.2). For most subjects, the results of the survey are not **a v a i l a b l e** due to the low response rate.

The highest graded courses are Orchestra M1 (5.0), Ensemble Management in School (Fundamentals of Conducting) (4.9), Pedagogy and Andragogy (4.6), General Music Didactics (4.2).

In the case of the study placement, the student surveys give an overall score of 4 .0 for the average of the components of the study placement (Offer, Help, Guidance, Internal Mentor, Mentor Participation, Professional Competences, External Mentors, Mode of Delivery and Length) Pedagogical Practice - Wind 1. For most of the other teaching practices, the results of the survey are not available due to the low response rate.

### **Opportunities for improvement**

Encourage students to complete the surveys in greater numbers.

## **5.a STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring the student population at ŠP level**

### **Student population monitoring - Call for applications, enrolment**

|               |        | Število vpisanih študentov v letnik po letih in načinu študija |         |         |         |         |
|---------------|--------|--|---------|---------|---------|---------|
|               |        | 2017/18  | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| Način študija | Letnik |  |         |         |         |         |
| IZREDNI       | 01     | 0  | 1       | 2       | 1       | 1       |
|               | 02     | 0  | 0       | 1       | 2       | 0       |
|               | 03     | 1  | 0       | 0       | 1       | 2       |
|               | 0A     | 0  | 1       | 0       | 0       | 1       |
|               | Vsota  | 1  | 2       | 3       | 4       | 4       |
| REDNI         | 01     | 14   | 16      | 14      | 21      | 15      |
|               | 02     | 13   | 11      | 11      | 14      | 19      |
|               | 03     | 7  | 12      | 8       | 10      | 10      |
|               | 0A     | 1  | 1       | 2       | 2       | 2       |
|               | Vsota  | 35   | 40      | 35      | 47      | 46      |

### **SCHEDULE:**

Number of places available for the 2022/23 academic year for the study programme Instrumental and Singing pedagogy is:

Citizens of the Republic of Slovenia and the EU: 30 full-time and 10 part-time  
 Foreigners: from non-EU countries: 2 full-time, 2 part-time

Slovenians without Slovenian citizenship: 1 full-time, 1 part-time

Parallel: 2 full-time, 2 part-time

Enrolment according to the entry criteria: 3 full-time, 2 part-time

The number of places available has decreased slightly. For Slovenians without Slovenian citizenship, there were previously 2 full-time and 2 part-time places, but now there is 1 full-time and 1 part-time place.

The number of places remaining remains unchanged.

VPIS:

In 2021/22, 34 students (30 full-time and 4 part-time) were enrolled. Enrolment fell last year, having previously ranged between 42 and 47 students.

In previous years, the number of full-time students enrolled was as follows:

In 2016/17, 42 students were enrolled (38 full-time and 4 part-time), in

2017/18, 46 students were enrolled (44 full-time and 2 part-time), in

2018/19, 43 students were enrolled (41 full-time and 2 part-time), in

2019/20, 47 students were enrolled (45 full-time and 2 part-time), in

2020/21, 45 students were enrolled (43 full-time and 2 part-time).

The number of part-time students from 2017/18 to 2020/21 was 2, rising to 4 last year.

### Monitoring the student population - Transiency

Describe the monitoring of the student population at the level of the SP and give your views on the indicators presented. Please take into account the transition rate.

| Prehodnost iz. 1. v 2. letnik po letih |         |         |         |         |
|--|---------|---------|---------|---------|
| 2017/18                                | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| 75,0 %                                 | 78,6 %  | 70,6 %  | 100,0 % | 86,4 %  |

In previous years, the pass rate ranged between 80% and 86%: in 2018/19 it was 85.71%, in 80% in 2017/18 and 82.6% in 2016/17.

The pass rate was then higher than (95.24%) in 2019/20 and 90% in 2020/21, which is mainly attributable to the more lenient conditions for the transition to the upper year due to the pandemic caused by covid-19. Thus, the number of students not enrolled in the 1st or 2nd year but repeating the year was also much higher than usual - 14.

In the 2021/22 school year, the pass rate was also high at 90%.

Last year's enrolment by year:

1. Year: 12 full-time and 2 part-time students

2. Year: 10 full-time and 1 part-time

## Monitoring the student population - Completion of studies

| Število diplomantov po letih |      |      |      |      |
|------------------------------|------|------|------|------|
| 2017                         | 2018 | 2019 | 2020 | 2021 |
| 8                            | 8    | 12   | 6    | 8    |

The year before last, in 2020, 12 students graduated, fewer than in previous years, which is probably due to the covid-19 pandemic. From 2016 to 2019, the number of graduates fluctuated between 13 and 15, with a much higher number in 2018, when 20 students graduated.

Last year, however, the number of diplomas passed rose again, to 21, which could be due to easier pass rates due to the easing of the conditions for the 2019/20 and 2020/21 academic years due to the pandemic.

### Assessment or evaluation

The number of places available for the 2022/23 school year has decreased slightly. For Slovenians without Slovenian citizenship, there were previously 2 places for full-time and 2 for part-time studies, but now there is 1 place for full-time and 1 for part-time studies. Enrolment in the school year 2021/22 has decreased. The enrolment is 34 students (30 full-time and 4 part-time). In the last five years before that, it ranged between 42 and 47 students. The pass rate remains high, initially fluctuating between 80 and 85.7% between 2016/17 and 2018/19, then rising to 95.24% in 2019/20 and 90% in 2020/21, mainly due to the milder conditions for the transition to the upper year due to the pandemic caused by covid-19. The pass rate is also high this year at 90%. The lower number of graduates in 2020 is also attributable to the pandemic. Last year, the number of diplomas passed increased again, even to 21, which could be due to the easier pass rate as a result of the milder conditions for the transition to the upper year due to the pandemic due to covid-19 in the 2019/20 and 2020/21 academic years.

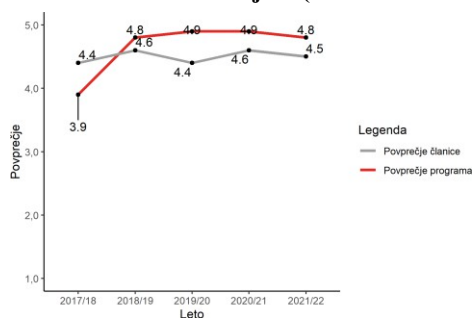
### Opportunities for improvement

No action is foreseen in this area.

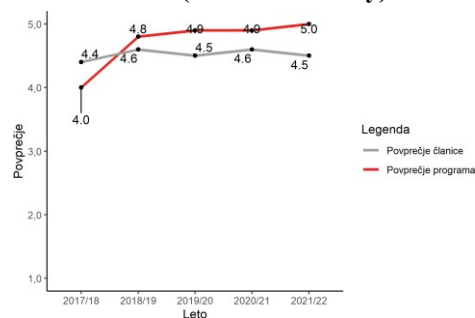
## 5.b STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring and quality assurance of the teaching process

### Monitoring and quality assurance of the teaching process - At the level of individual subjects or teaching units

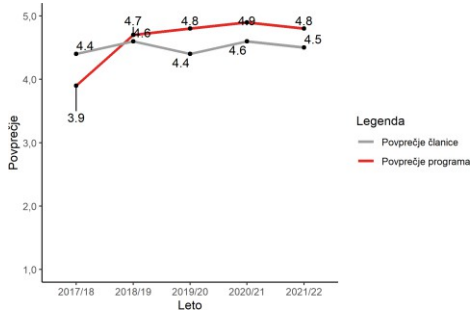
Agreeing with the claim: Overall, I agree with Satisfied with the subject (Pre-exam survey)



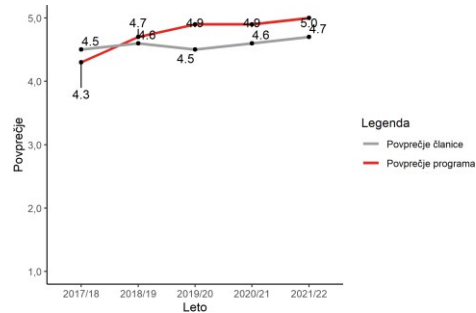
Agree with statement: Different ways of working in the delivery of the course (lectures, tutorials, seminars, etc.) are coordinated with each other. (Pre-exam survey)



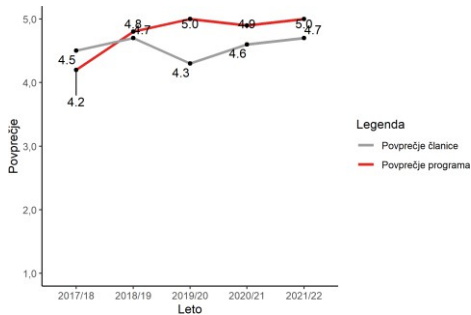
**Agreement with the claim: Study literature and sources (articles, electronic resources, case studies, etc.) cover the course content well. (Pre-exam survey)**



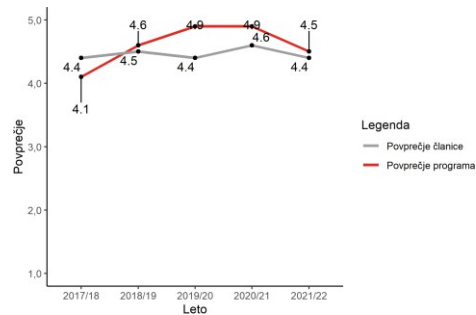
**Agreeing to the statement. I am informed about the course in a timely manner. (Survey BEFORE the exam)**



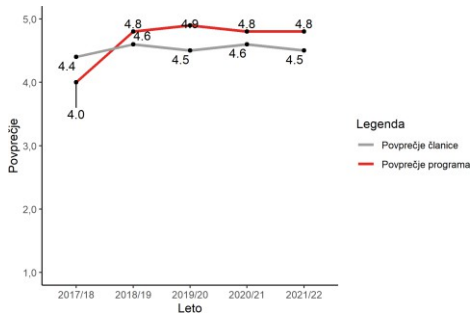
**Agreement with the statement: I find that ongoing assessment of knowledge in the course (in whatever form: colloquium, test, homework, projects, seminars, etc.) is appropriate to the nature of the course (Pre-examination survey).**



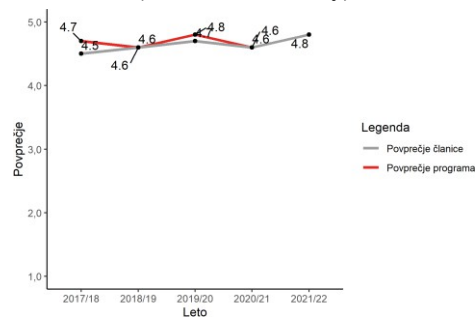
**Agree with the statement: All the necessary information related to the subject is published online. (Pre-exam survey)**



**Agree with the statement: The way I work in the course encourages me to think independently (Pre-exam survey).**

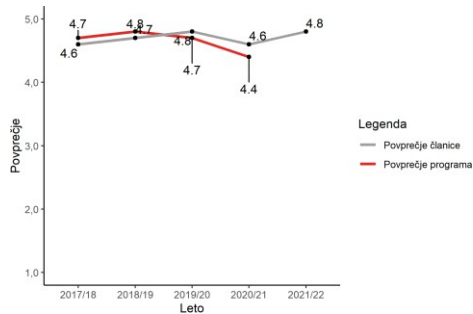


**Agreement with the statement: The course content (lectures, independent study, etc.) was adequately represented in the assignments (Post-exam survey).**

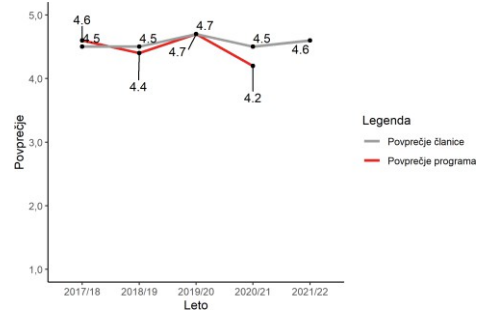




**Agree with the statement: Evaluation criteria and  
(Survey  
AFTER the exam)**



**Agree with the statement: The tasks were  
unambiguous  
and clear. (Survey AFTER the exam)**



The quality of the teaching process at the level of individual courses or teaching units is monitored and ensured through student surveys, through communication between teachers and students, by discussing the topic at meetings of the Chair of Music and Pedagogy...

IPP students' grades in AY 21/22:

Highest marks for agreement with the statement "The different ways of working in the delivery of the course (lectures, tutorials, seminars, etc.) are coordinated with each other." (5.0)

"I am informed of my course commitments in a timely manner." (5.0)

"Ongoing assessment of knowledge in the delivery of the course (in whatever form: colloquium, test, homework, projects, seminars, etc.) seems to me to be appropriate given the nature of the course." (5.0)

The score for these answers has risen, but it was already 4.9 the year before, in the 20/21 school year.

"Overall, I am satisfied with the course" (4.8)

"The literature and resources (articles, electronic resources, case studies, etc.) cover the course content well" (4.8)

"All the necessary information related to the subject is published online" (4.5)

The score for these answers has dropped from a high of 4.9 the previous year, in the 20/21 academic year.

The way the course is delivered encourages me to think independently: over the last five years, the average of the programme has been between 4.8 and 4.9, while the average of the member has been between 4.4 and 4.6 (with the exception of AY 17/18, where the average of the programme is 4.0 and the average of the member is 4.4). In 20/21 and 21/22, the score remains the same at 4.8.

Lowest estimate for the 2020/21 school year:

"The assignments adequately represented the content of the course." (4.6)

"The assessment and evaluation criteria have been respected." (4.4)

"The tasks were unambiguous and clear" (4.2)

**Monitoring and quality assurance of the pedagogical process - Cross-curricular integration**

Cross-curricular integration is achieved by linking the content within individual subjects, or by transferring the artistic skills learnt in instrumental lessons to the artistic process.

expression and concert performance in chamber ensembles and orchestras and artistic projects as well as in the concrete links between the content of the specialised didactics and its direct applicability in the teaching practice phase. The inter-subject links stand out at the level of compulsory and elective courses, which bring together students from different instrumental fields of study and from singing, music theory and music pedagogy. This interplay requires the course providers to adapt active forms

of learning and teaching.

The Chair of Music and Pedagogy also organises joint lectures for students.

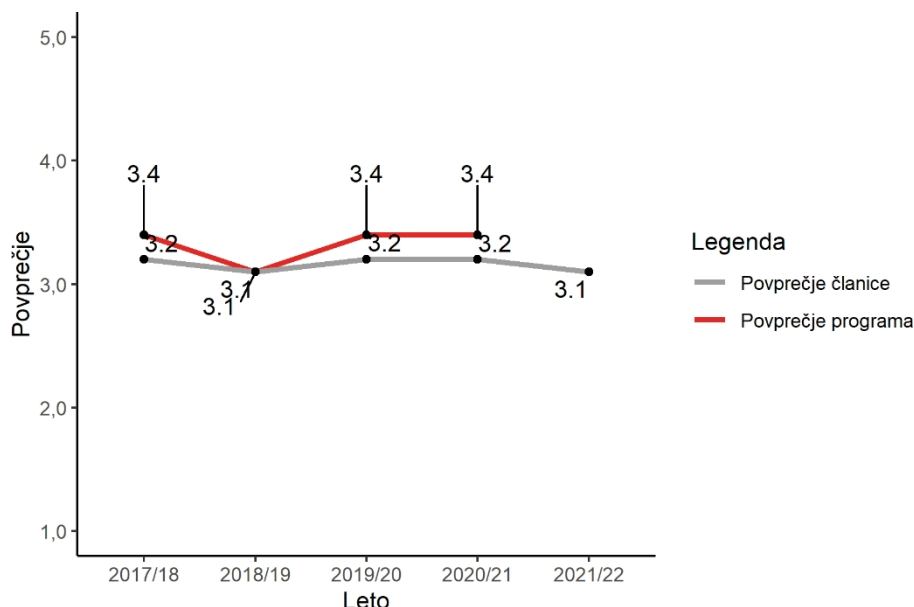
## Monitoring and quality assurance of the teaching process - Adapting teaching, learning and assessment methods to the expected competences

Due to the specific nature of music studies at the Academy, a large part of the lessons are conducted individually or in small groups. This allows for continuous monitoring of the student's development, his/her needs, commitment to studies, acquisition of his/her competences and checking and adjusting their relevance to the expected competences of the students.

Students' work is assessed and evaluated through colloquia, final examinations and a diploma. Particularly in the main subject (instrument, singing), the student's artistic development is also monitored throughout the year through internal and public performances, concerts and competitions, which enable the student to self-reflect.

## Monitoring and quality assurance of the teaching process - Student accommodation

**Please assess whether you have spent between #ktmin# and #ktmax# hours on the course, as foreseen in the study programme (25-30 hours student load = 1 KT; including lectures, tutorials, seminar, etc., and all forms of independent work) (Post-examination survey)?**



According to the results of the survey, IPP students estimate that they spent slightly more time on the course than expected. The optimal value is 3.0 as it indicates that students spent the expected number of hours. IPP students have rated their course load higher in the last five years, between 3.1 and 3.4 and their value was 0.2 points higher than the member average, except in the 2017/18 academic year when the average of the programme and the member was the same (3.1).

## Monitoring and quality assurance of the teaching process - Student-centred learning and teaching

The IPP promotes student-centred learning and teaching, with much of the teaching taking place individually or in small groups. This supports, among other things, the student's active participation in the learning process, fostering his/her motivation and sense of autonomy, while providing appropriate guidance, professional support from the teacher and feedback or advice related to the learning process.

## Assessment or evaluation

All of the above elements contribute to a higher quality of the learning process and are reflected in the high success of the students in the artistic (performances, participation in concert projects, competitions) and pedagogical fields (success of their students when they start teaching in music schools).

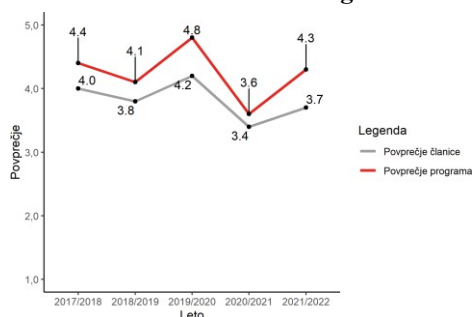
## Opportunities for improvement

Strengthening cross-curricular integration by organising joint lectures by specialised didacticians.

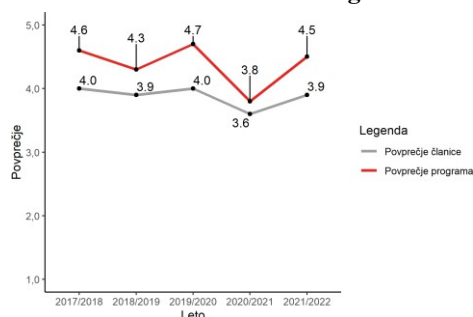
## 5.c STUDY PERFORMANCE AND EFFECTIVENESS: Support for the internationalisation of studies

### Support for internationalisation of studies - Home students

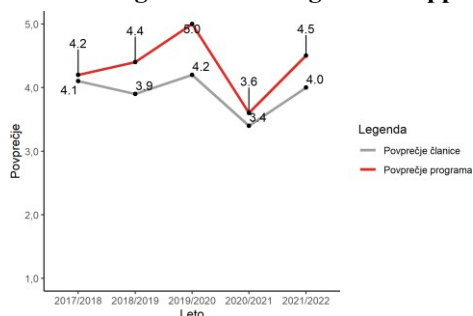
#### We have sufficient information on possible international exchanges



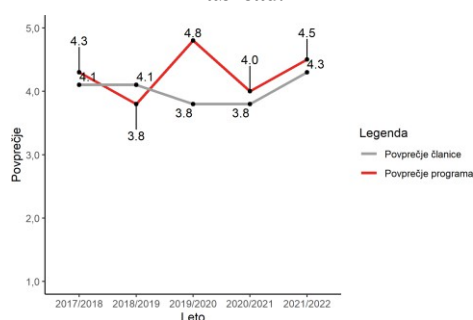
#### There are plenty of interesting options for international exchange



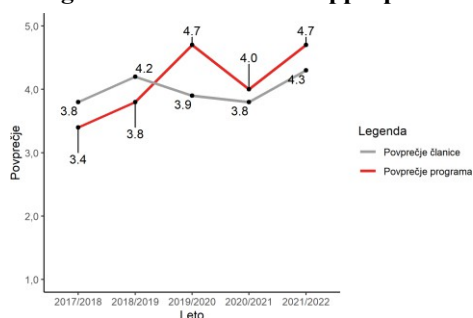
#### Exchanges are encouraged and supported.



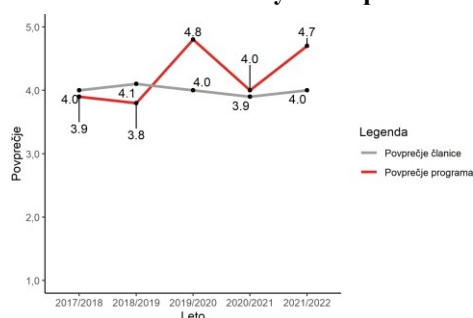
#### I have the option of taking compulsory courses abroad.



#### Recognition of the ECTS is appropriate.



#### Professional support for international mobility is adequate.



The International Office of the UL AG provides very good support to students regarding international mobility. It regularly informs them about calls for international exchanges via the Academy of Music website. It describes the procedures required for an exchange, tips, notices, presentations, etc.

For all questions, the score has increased in the 2021/22 academic year, as there are no longer such restrictions due to pandemics due to covid-19, as in the academic years 2019/20 and 2020/21:

"There is enough information about possible international exchanges" - last year 3.6, last year 4.3  
 "There are enough interesting opportunities for international exchanges" - last year 3.8, last year 4.5  
 "Exchanges are encouraged and supported" - last year 3.6, last year 4.5  
 "I have the possibility to take compulsory courses abroad" - last year 4.0, last year 4.5  
 "Recognition of ECTS is adequate" - last year 4.0, last year 4.7  
 "Professional support for international mobility is adequate" - last year 4.0, last year 4.7

In the vast majority of cases, IPP students' grades are higher than the Member State average.

### Support for internationalisation of studies - International students

|               |        | Število vpisanih tujih študentov v letnik po letih in načinu študija |         |         |         |         |
|---------------|--------|--|---------|---------|---------|---------|
|               |        | 2017/18  | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| Način študija | Letnik |  |         |         |         |         |
| IZREDNI       | 01     | 0  | 0       | 0       | 0       | 1       |
|               | 02     | 0  | 0       | 0       | 0       | 0       |
|               | 0A     | 0  | 0       | 0       | 0       | 0       |
|               | Vsota  | 0  | 0       | 0       | 0       | 1       |
| REDNI         | 01     | 1  | 6       | 5       | 3       | 2       |
|               | 02     | 0  | 1       | 6       | 4       | 2       |
|               | 0A     | 2  | 0       | 0       | 4       | 3       |
|               | Vsota  | 3  | 7       | 11      | 11      | 7       |

There has been a steady increase in interest in the programme from international students year on year. In 2017/18, 3 international students were enrolled, in 2018/19, 7 international students were enrolled, and in 2019/20 and 2020/21, the number of international students is expected to increase. 11 foreign students were enrolled. In the 2021/22 academic year, the number decreased slightly to 7.

### Support for internationalisation of studies - Internationalisation

The internationalisation of studies is linked to international student exchanges and the involvement of visiting professors in seminars, festivals, summer schools and other artistic projects and events, through which students gain additional knowledge.

On 14 January 2021, the Department of Music and Pedagogy hosted a seminar by the renowned Prof. Paul Harris from Great Britain, and on 20 January 2023 a seminar by the American Prof. Dr. Adina Mornell, Professor at the University of Munich.

### Assessment or evaluation

The study programme is comparable in quality and content to other European higher education programmes, but also has certain advantages. While instrumental studies abroad are often separated into pedagogical and artistic at the outset, this happens here only at the second level, which may contribute to the higher initial artistic competences of students of Instrumental and Vocal Pedagogy. During their studies, students take part in international competitions, international festivals, seminars

and masterclasses.

courses abroad, masterclasses at home with visiting professors, concerts abroad as soloists, chamber musicians, or as part of various touring projects with orchestras or choirs. In this way, our studies successfully prepare students for international work, as demonstrated by the employment of some of our graduates abroad.

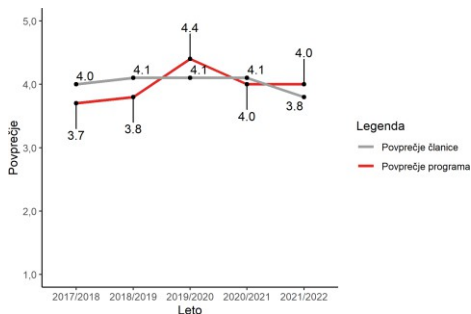
### Opportunities for improvement

Strengthening the internationalisation of the IPP School through the organisation of new international seminars that bring new knowledge to students and teachers.

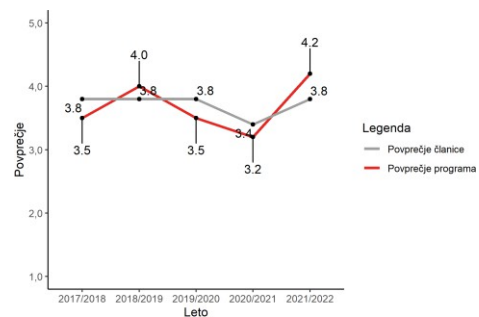
## 5.No STUDY EFFICIENCY AND EFFECTIVENESS: Providing support, encouraging students to study

### Providing support, encouraging students to study - In connection with the implementation of the study programme process

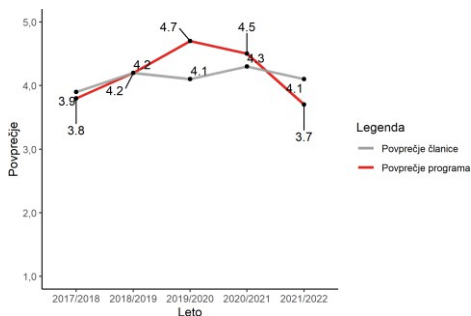
**Overall, I am satisfied with my studies.**



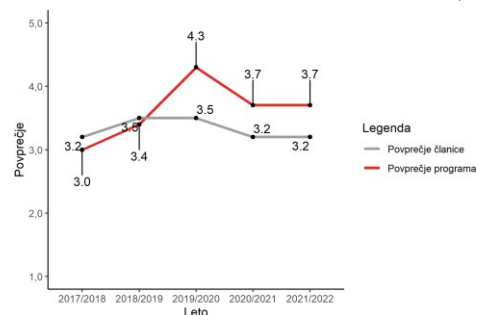
**Information about the study process on time.**



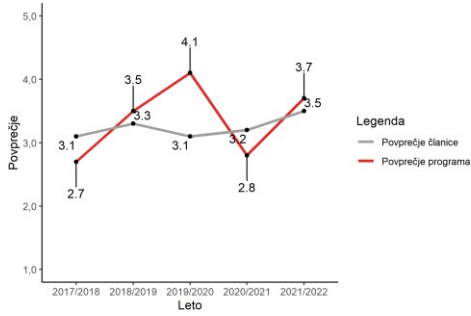
**I was offered suitable electives from other UL faculties/academies.**



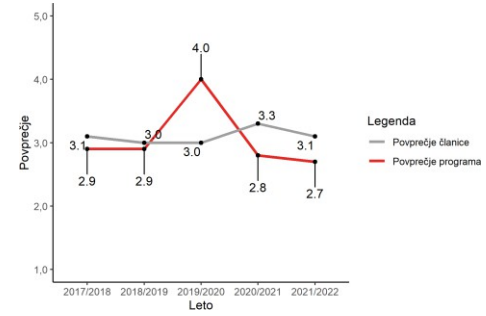
**During my studies, I have got to know a fair number of external institutions (through excursions, invitations to seminars, etc.).**



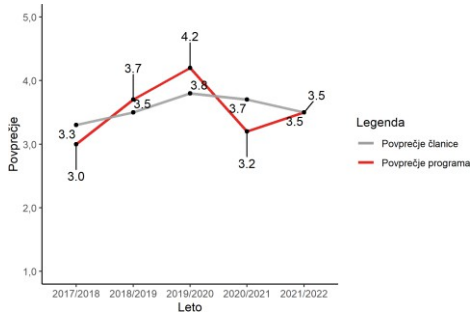
**If I need a tutor, I know who I can contact I turn around.**



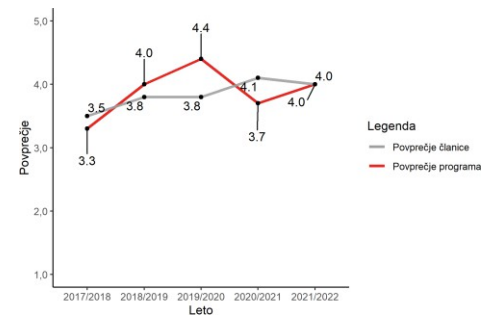
**I know who I can turn to for career advice advice.**



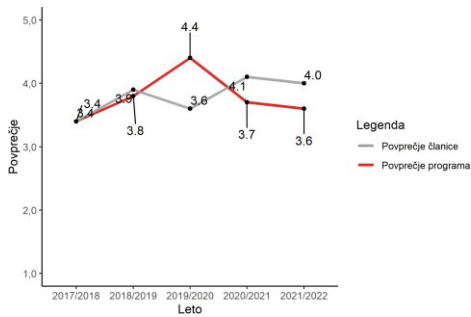
**The Student Office opening hours are convenient.**



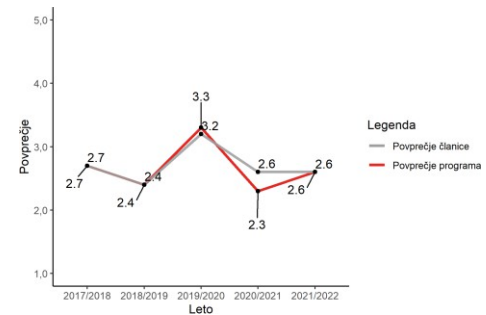
**The staff of the Student Office are responsive and efficient.**



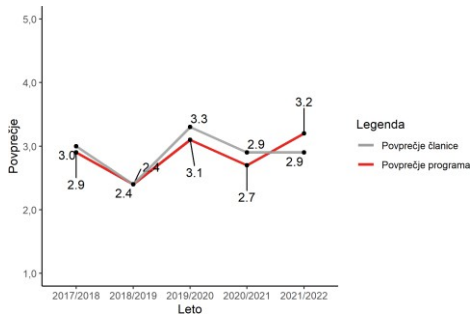
**The staff of the Student Office have the right attitude towards students.**



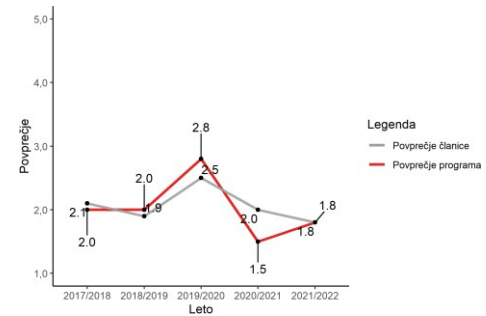
**Facilities for lectures, rehearsals and other teaching work are adequate.**



**Equipment for lectures, tutorials and other forms of instruction teaching work is adequate.**

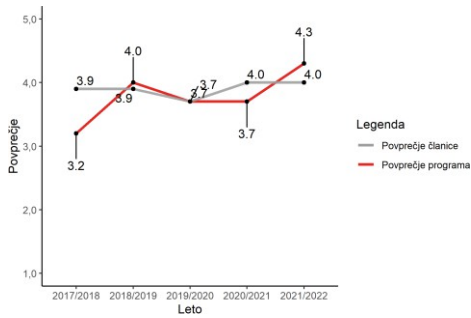


**Sufficient space for individual learning (reading rooms, classrooms, seminars, etc.).**

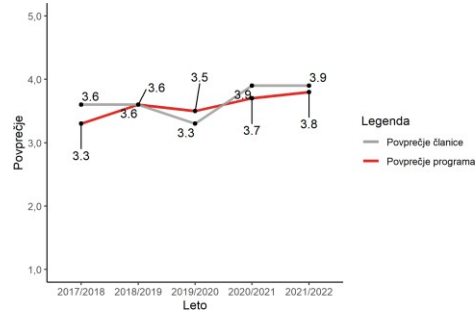




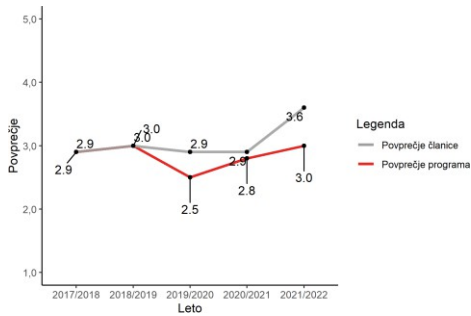
**The volume of literature is adequate.**



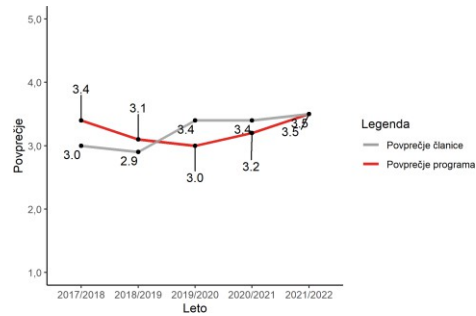
**The accessibility of the literature is adequate.**



**The library staff can advise me on literature search.**



**With a wireless network, I'm satisfied/satisfied.**

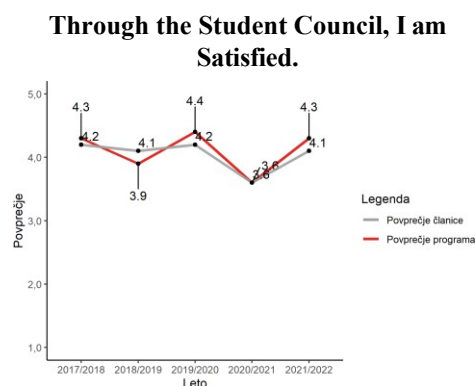
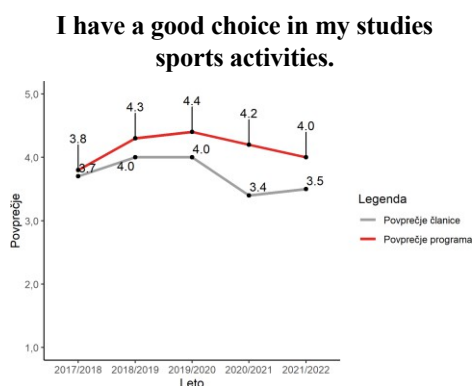


The results show that IPP students gave the highest rating to the statement "The amount of literature is adequate", 4.3. The score for the statement on timeliness of information has risen from 3.2 to 4.2. The statement "Overall, I am satisfied with my studies" remains the same as last year, at 4.0. The scores for responsiveness of the paper (from 3.7 to 4.0), accessibility of the literature (from 3.7 to 3.8) have increased, The rating for external institutions remains 3.7. The statement on elective subjects also has a score of 3.7, but this has dropped from 4.5. Staff attitudes have dropped from 3.7 to 3.6. Increased scores for tutoring (from 2.8 to 3.7), office hours (from 3.2 to 3.5) and equipment (from 2.7 to 3.2), while the score for career guidance has dropped from 2.8 to 2.7. The scores for space (from 2.3 to 2.6) and learning space (from 1.5 to 1.8) have also increased slightly, but these are still the lowest scores. This will improve with the move to the new premises.

**Supporting, encouraging students in their studies - Practical, professional, research or artistic work (1st and 2nd cycle)**

Students can be supported in their choice of elective courses, practical, research, artistic work and projects by their professors and other higher education teachers. They are also supported by student tutors and elected student representatives of the UL AG Student Council.

## Providing support, encouraging students to study - Study activities



Students' rating of the choice of sport activities over the last five years is higher than the average for the Member State, ranging from 3.8 to 4.4.

Satisfaction with the Student Council's performance is rated similarly to the average member, in last year's flight with 4.3.

## Providing support, encouraging students to study - Special help

The AG website provides a lot of useful information for students. In the 2019/20 and 20/21 academic years, students can also find a lot of information to help them with Covid-19: guidelines, instructions, forms, various links for psychosocial support and more.

## Assessment or evaluation

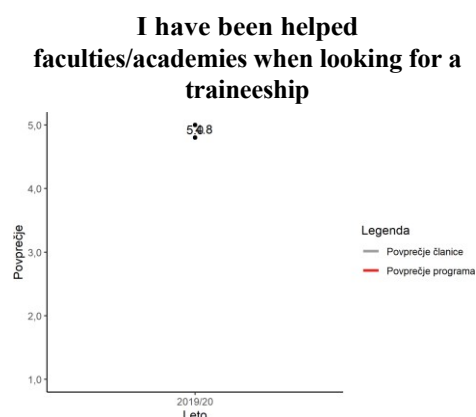
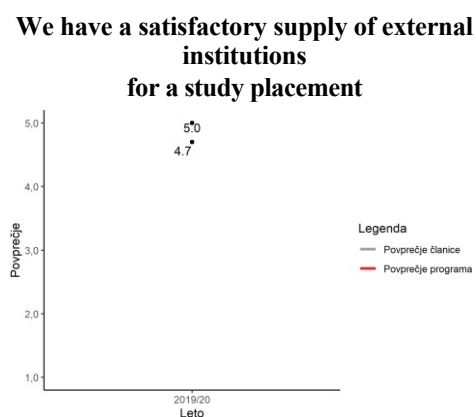
Students of the Instrumental and Vocal Pedagogy programme have individual lessons in the main subject, so that they have constant contact with their professor, who can help them with various questions and problems and, if necessary, can guide them further. They can also be supported by other university teachers and colleagues with whom they have contact in the course of their studies. They can also be supported by student tutors and elected student representatives of the UL AG Student Council. They can address various needs to them as they solve student problems related to the study process.

## Opportunities for improvement

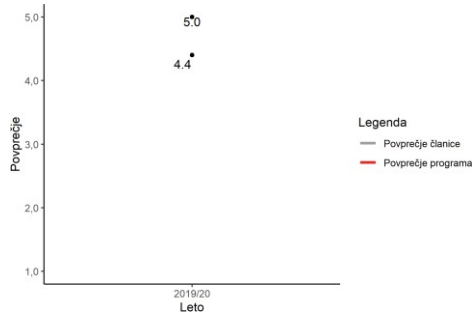
No action is foreseen in this area.

## 5.d STUDY PERFORMANCE AND EFFECTIVENESS: Practical training for students

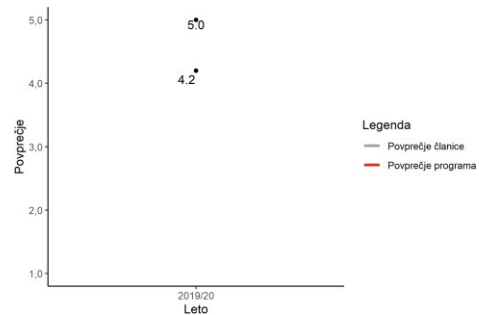
### Practical training for students - Organisation



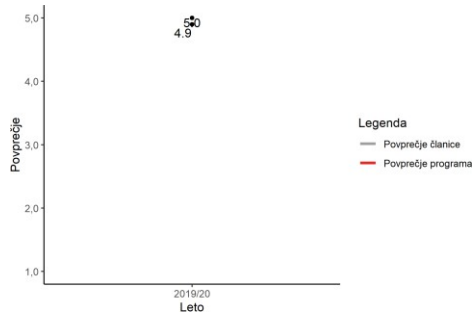
**I have been given sufficiently detailed instructions on how to complete a traineeship**



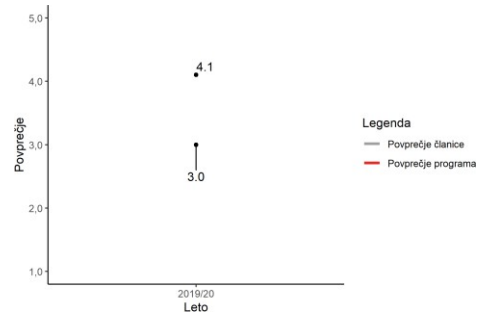
**Coordinator of practical training at the faculty gave me useful information before the placement and useful feedback after the placement**



**The way the traineeship was carried out was appropriate**



**The length of the traineeship is appropriate**



An integral part of the Instrumental and Singing Pedagogy courses is also practical teaching, or pedagogical practice, where external collaborators, mentor teachers and students in music schools and conservatoires work alongside IPP professors and students.

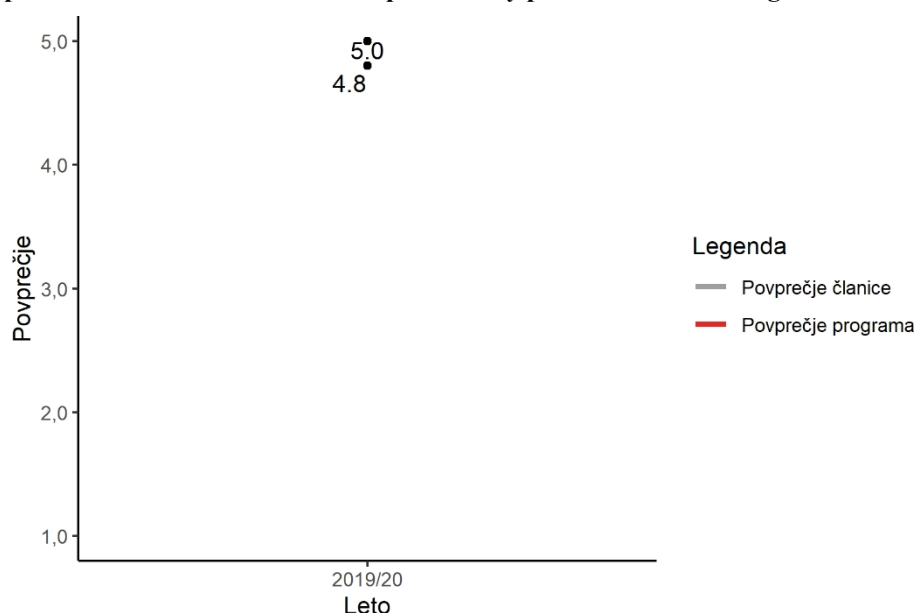
According to the surveys, students were satisfied with the offer, the help, the guidance, the suitability and the length of the placement. In the academic year 20/21 before last, the highest score was for the offer and guidance (4.6), while the lowest was for the length of (4.1).

In the last academic year 21/22, students of the Teaching Practice - Wind 1 rated the offer (5.0), the method and length (4.6) the highest, and the instructions and internal tutors (3.0) the lowest. The average of all components together is rated 4.0.

For most other teaching practices, the results of the survey are not available due to the low response rate.

## Practical training for students - Competences and learning outcomes

The study placement has enabled me to complement my professional knowledge and skills in my chosen field of study



In the 2021/22 student survey of the Teaching Practice - Pihala 1, the question "I was able to adequately complement my professional knowledge and skills in my chosen field of study through my study practice" was rated 4.0. For most of the other teaching placements, the results of the survey are not available due to the low response rate.

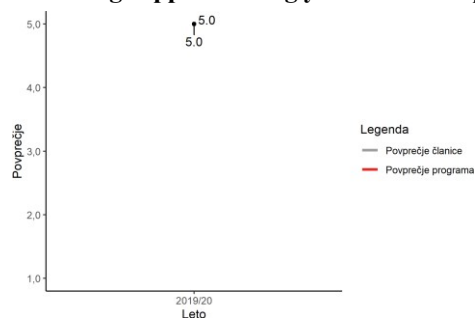
The content and organisation of the internship is, in the opinion of the Chair, appropriate to the expected competences of the graduate. The Chair also considers the scope (at least 2 teaching performances and 20 hours of hospitality) to be appropriate. Increasing it would lead to an excessive workload for external mentors, teachers at music schools.

The development of students' competences is assessed and evaluated through individual and group assignments and colloquia during the study process and at the end of the academic year in examinations and diplomas.

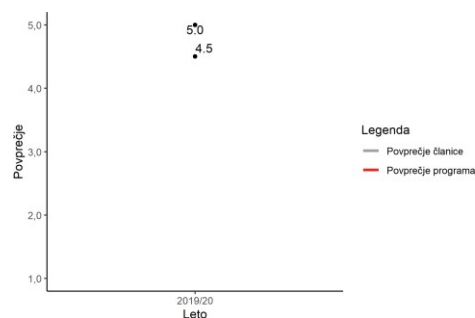
## Practical training for students - Mentors

How do you ensure the professionalism and competence of the practical training trainers?

**My mentor at the external institution provided me with the appropriate mentoring support during your traineeship**



**Coordinator of practical training at the faculty member has worked effectively with the mentor in an external institution**



The quality of mentoring is measured through student surveys. Last year, students rated the support as 4.8 and the effectiveness of the co-ordinator-mentor collaboration as 4.6.

In the last academic year 2021/22, Teaching Practice - Wind 1 was rated 4.8 for support and 3.4 for effectiveness.

For most other teaching practices, the results of the survey are not available due to the low response rate.

### **Practical training for students - Organisations**

Teaching placements in this academic year took place in 7 public schools and 1 private school:

- General Staff Amarilis
- General School Celje
- Cerknica General School
- General School Domžale
- Moste Polje Primary School
- General School Vič
- KGBM Maribor
- KGBL Ljubljana

### **Practical training for students - Adequacy of design and delivery**

The design of students' practical training and the delivery of practical training are adequate.

### **Assessment or evaluation**

The content and organisation of the internship is appropriate and of good quality. Students acquire knowledge and competences for their teaching career after graduation. The pedagogical success of UL AG graduates is reflected in the success of their students at music schools (concerts, competitions, etc.).

### **Opportunities for improvement**

No action is foreseen in this area.

## **5.e STUDY PERFORMANCE AND EFFECTIVENESS: Promoting the professional development of staff and participants**

### **Promoting the professional development of staff and collaborators implementing, supporting SP - Career Development**

The UL Academy of Music is well placed to provide information and assistance regarding training and mobilities. Incentives come from the management and other departments of the UL AG.

### **Promoting the professional development of staff and collaborators who implement, support SP - International mobility**

The International Office of the UL AG provides very good support to employees regarding international mobility. It keeps them fully informed about calls for international exchanges through the mail and the Academy of Music's website. It describes the procedures required for an exchange, tips, notices, presentations, etc. They receive all the necessary information and assistance from the coordinator in person at the international office.

Exchanges - UL AG employees:

- Number of foreign scholars and research fellows who have been on exchange and have participated in artistic work in a Member State for up to 1 month: 18
- Number of foreign administrative staff (in accompanying posts) who came on exchange from abroad for up to 1 month: 1
- Number of higher education teachers, staff who have been on exchange, who have received training or who have participated in

teaching, scientific research or artistic work abroad with foreign higher education institutions

Institutions up to 1 month: 8

- Number of administrative staff (in supporting posts) per Member State who have left for exchange abroad for up to 1 month: 1

Guest experts at UL AG:

- Number of visiting experts from industry and non-economy involved in teaching process:

1. Degree, university: 8

2. Degree, Master's: 8

### **Promoting the professional development of staff and collaborators who implement, support SP - Scientific research and development work**

The commitment of each individual is important for the artistic and scientific research activities of the professors. In the past academic years 2019/20 and 2020/21, the situation for artistic activity as we are used to it was severely hampered by Covid-19.

### **Promoting the professional development of staff and collaborators who implement, support SP - Organisational climate**

Employee satisfaction and commitment and satisfaction with the organisational structure have a positive impact on the delivery of the study programme. It is monitored through surveys, annual interviews ...

### **Promoting the professional development of staff and collaborators who implement, support SP - Staffing structure**

The staffing structure of staff and participants for the study programme is adequate. The providers are highly qualified and appropriately habilitated.

The balance between teaching load and artistic activity is balanced.

### **Assessment or evaluation**

Staff are well informed about opportunities for further training and seminars, most of which are held online. They are also informed about mobility opportunities, but they were less frequent during the covid-19 pandemic.

### **Opportunities for improvement**

No action is foreseen in this area.

## 6. Monitoring and development of the SP and preparation of the self-evaluation report

### Preparation of the self-evaluation report - Stakeholders

The preparation of the report includes a review of the minutes of departmental and GP Chair meetings and informal discussions with some of the senior lecturers and the Head of the GP Chair, as well as some of the students on the programme.

### Preparation of the self-evaluation report - Preparation process

The self-evaluation reports are prepared by the programme administrators and discussed at the Senate.

## REVIEW OF THE IMPLEMENTATION OF ACTIONS AND SUGGESTIONS FOR IMPROVEMENT

| Actions from the previous self-evaluation  | Status of the action                 | Further explanation of implementation  |
|--|--------------------------------------|--|
| Strengthening the internationalisation of the IPP School through the organisation of new international seminars that bring new knowledge to students and teachers.   | implemented                          | A seminar by the renowned American Prof. Dr. Adina Mornell was organised on 20 January 2023 in the Department of Music and Pedagogy.   |
| Discussion within the GP Chair on possible changes to the curricula of the teaching practice and the alignment of contact hours with the actual delivery of the course and adoption of decisions to resolve the problems.  | implemented                          | The action has been fully implemented. At the June 2021 UL AG Senate meeting, the proposal of the Chair of Pedagogical Subjects from the June meeting of the Chair regarding the evaluation of teaching work in special didactics and teaching practices was approved. |
| Confront employees verbally with the issues and organise a compulsory lecture for employees. Clear guidelines and examples of good practice. Consideration at departmental level and by the Dean's extended College of the possible appropriateness of specific sanctions for offenders. | remains at the level of the proposal |  |
| Preparation of a survey questionnaire to verify the specificities of the implementation of the IPP programme by students.  | remains at the level of the proposal |  |
| The IPP Programme Administrator or the Head of the GP Department makes an annual presentation of the IPP Programme (at the end of the first or at least the second semester).  | remains at the level of the proposal |  |

|  |                                      |   |
|--|--------------------------------------|---|
| Discussion with the invited teacher-mentors of the participating music schools on the possibilities of increasing the number of teaching performances.<br>Opportunities to conduct lessons over a longer period of time (e.g. 5 lessons in a month and a half) with the same student | remains at the level of the proposal |   |
| <b>Key improvements and good practices over the past period</b>  |                                      | <b>Explanation of the impact on quality</b>                 |
| The Music Pedagogy Department hosted the 20 Jan 2023 Seminar by Dr Adina Mornell, American professor at the University of Munich.  |                                      | International cooperation improves the quality of teaching. |

|     | <b>Opportunities for improvement</b>   | <b>Key weaknesses</b> | <b>Key dangers</b> | <b>Objective (i)</b>   | <b>Proposals for action**</b>                                | <b>Responsibility within a Member</b>                                |
|-----|--|-----------------------|--------------------|--|--|--|
| 4.  | Encourage students to complete the surveys in greater numbers.   |                       |                    | Increased number of completed surveys.   | Informing students about the importance of surveys.          | AG management, course providers, AG SB                               |
| 5.b | Strengthening cross-curricular integration by organising joint lectures by specialised didacticians.   |                       |                    | Strengthening cross-curricular integration, new knowledge for students.                  | Organisation of joint lectures by specialised didacticians . | Chair for Music and Pedagogy   |
| 5.c | Strengthening the internationalisation of the IPP School through the organisation of new international seminars that bring new knowledge to students and teachers. |                       |                    | Strengthening the internationalisation of the IPP, new skills for students and teachers. | Organising at least one international seminar per year.      | Chair for Music and Pedagogy, Vice-Dean for International Activities |



## TEACHING AND TEACHING TRAINING IN MUSIC (1001002)

### 1. General information SP

Information about the study programme administrator(s)

Katja Porovne Silič, doc.

Name of the study programme

Pedagogical and pedagogical training in music

Study programme level

Upgrading

Type of study programme

Upgrading

Study delivery method

Other

Additional description

Level 7: Activities/outcomes, complementary education

Name of the Member(s) involved in the implementation of the study programme

UL Academy of Music

Study year

2021/2022

## **2. The main objectives of the SP and the competences expected of graduates**

### **Fundamental objectives**

The aim of the advanced training programme is to enable graduates of second-level music (music arts) degree programmes to acquire pedagogical and pedagogical skills and to integrate them with the professional knowledge they have acquired in their previous artistic studies, which will enable them to carry out high-quality educational work in lower and secondary music schools and in teaching music in general primary and secondary education. In order to achieve this goal, the sciences and knowledge in the field of education (psychology, pedagogy, andragogy, general didactics) and subject-specific didactics are integrated, and students gain insight into practical pedagogical situations through their teaching practice.

### **General competences of the graduate**

- mastery of the basic principles and procedures for planning, implementing and evaluating the learning process,
- taking into account the developmental characteristics and individual differences of pupils to promote successful learning,
- effective implementation of individualisation and differentiation of educational work,
- creating an optimal learning environment by using a variety of teaching methods and strategies that stimulate students' thinking and corresponding planning of objectives, revision and evaluation,
- developing students' capacity for lifelong learning by developing independent learning strategies,
- using ICT in the classroom and developing information literacy in students,
- the ability to reflect self-critically on and evaluate your own work,
- improving the quality of their work through self-evaluation and further training; and training,
- the ability to participate productively in research and development projects aimed at improving the quality of education,
- a good knowledge of their profession and of the regulations governing the school,
- successful planning and time management
- mastering the organisational and administrative tasks involved in planning, implementing, monitoring and evaluating the learning process,
- the ability to work as part of a team and to solve problems effectively,
- Communicating effectively with learners,
- class/group management,
- creating a stimulating and safe learning environment,
- developing students' social skills and ensuring the social inclusion of all students,
- dealing with disciplinary problems and conflicts in the classroom.

### **Subject-specific competences**

- in-depth knowledge, understanding and application of contemporary music-didactic philosophy; and established music-didactic concepts in general and music education,
- in-depth knowledge of the content and special didactics(s) of your subject area a specific area,
- the ability to communicate their musical knowledge to professional and lay audiences,
- in-depth understanding and applied use of general curriculum theories and general didactic, pedagogical, pedagogical and psychological knowledge, skills and abilities in formal and informal forms of music education in their subject-specific field,
- In-depth knowledge, understanding and application of curricula in their subject-specific area in primary and secondary music education,
- interdisciplinary integration of content,

- Teaching guidance for students in individual and group work,
- independently evaluating pupils' achievements in their subject-specific area of music,
- adapting musical activities and educational approaches to individual, social and cultural diversity,
- the development of a professional self-image of the future teacher as a dynamic and creative agent music.

### **Core objectives of the study programme and expected competences of graduates - Changes**

No change

### **The main objectives of the study programme and the expected competences of graduates - Monitoring the achievement of objectives and competences**

Through student surveys and at Music Education Department meetings

### **The main objectives of the study programme and the expected competences of graduates - Assessment of the achievement of objectives and competences**

The study programme provides graduates with the appropriate competences to teach in music education. Graduates acquire the relevant competences by completing the courses in pedagogy and andragogy, general music didactics, psychology, special didactics and teaching practice, which are compulsory subjects of the programme.

### **Opportunities for improvement**

No action is foreseen in this area.

## **3. Relevance of the content of the SP and its learning units**

### **Relevance of the content - Development of the discipline or field**

Within the Department of Music Pedagogy, joint lectures are held, teaching practice is organised in cooperation with Slovenian public music schools, and seminars are organised with renowned foreign experts in the field (Prof. Paul Harris, Prof. Dr. Adina Mornell, etc.), which helps to ensure that the content of the SP appropriately reflects the development of the profession.

The PAI and the IPP, GTP and GP Master's programmes are linked in content.

### **Relevance of content - Needs of graduates and work organisations**

The programme is intended for graduates of second-level master's degree programmes in the field of musical arts who, in order to acquire teaching competences, must obtain a pedagogical or pedagogical-andragogical qualification in accordance with the legislation of the Republic of Slovenia.

It includes pedagogical, psychological, andragogical, general didactic knowledge, knowledge of specialised or subject-specific didactics, and pedagogical or andragogical practice. The content of the SP and its teaching units adequately reflects the needs of the graduates, providing them with the competences necessary for their future work.

Our graduates represent an adequate teaching staff in Slovenian public music education.

### **Opportunities for improvement**

No action is foreseen in this area.

#### 4. Strengths and weaknesses of the SP according to the results of student surveys and comparable mechanisms

##### Strengths and weaknesses of the SP - Description

The programme for advanced training in music pedagogy is most often taken by graduates of the Academy of Music who have already completed the programme, in part or in full, with elective subjects during their studies in the arts. Occasionally, the application and the necessary supporting documents only require the recognition of a programme that has already been fully completed, and sometimes the completion of specific courses is required. The advantage of having a small number of participants is that they can join courses already in full-time study, which helps to improve the quality of delivery.

##### Opportunities for improvement

No action is foreseen in this area.

#### 5.a STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring the student population at ŠP level

##### Monitoring the student population - Call for applications, enrolment

| Ni podatka             |                        |                        |                        |                        |
|------------------------|------------------------|------------------------|------------------------|------------------------|
| 2016/17                | 2017/18                | 2018/19                | 2019/20                | 2020/21                |
| Za program ni podatkov | Za program ni podatkov | Za program ni podatkov | Za program ni podatkov | Za program ni podatkov |

The call for applications for the school year 2022/23 was open from 20 to 30 September 2022 (autumn term) and will also be open from 1 to 10 February 2023 (winter term).

The winter term is only for candidates who have either already completed all the requirements of the programme or have only exams to take (they have already attended the lectures).

25 places are available.

##### Monitoring the student population - Transiency

It is a one-year programme, so there is no transfer from 1st to 2nd year. Virtually everyone enrolled completes the programme.

Exceptions are rare.

##### Monitoring the student population - Completion of studies

Virtually all students complete the programme on time. There is no need for change. Perhaps the process of recognition of examinations previously taken at the Academy of Music could be simplified and automated.

##### Assessment or evaluation

The programme is running well and improvements are largely dependent on improvements in the IPP Masters programmes,

GTP and GP, as the programme is identical in content and quality to their teaching work.

##### Opportunities for improvement

Students are well informed about the call. Good information of UL AG students about the content and competences of the PAI programme already during their studies in the field of musical arts.

## **5.b STUDY PERFORMANCE AND EFFECTIVENESS: Monitoring and quality assurance of the teaching process**

### **Monitoring and quality assurance of the teaching process - At the level of individual subjects or teaching units**

Followed up by student surveys

**Monitoring and quality assurance of the pedagogical process - Inter-subject integration** We monitor and ensure the quality of the **pedagogical process** through communication between performers and students, through communication between performers at meetings of the Chair for Music Education, through discussions and exchanges of professional content, through the organisation of joint lectures for all students with external performers, etc.

### **Monitoring and quality assurance of the teaching process - Adapting teaching, learning and assessment methods to the expected competences**

We adapt by following the pod. Last year, for example, with distance learning education.

**Monitoring and quality assurance of the teaching process - Student workload** The evaluation of ECTS is always dependent on a number of factors, as any change sets off a chain reaction. Otherwise, evaluation is monitored through student surveys. It is also clear that students are different and some spend more time on the same subject than others, so even in surveys students' opinions sometimes differ. In case of deviations adjust the content of individual courses with minor changes in delivery.

### **Monitoring and quality assurance of the teaching process - Student-centred learning and teaching**

Yes, the groups are small so that maximum individualisation and a personalised approach is possible for most subjects.

### **Assessment or evaluation**

The effects are positive.

### **Opportunities for improvement**

Strengthening cross-curricular integration by organising joint lectures by specialised didacticians.

## **5.c STUDY PERFORMANCE AND EFFECTIVENESS: Support for the internationalisation of studies**

### **Support for internationalisation of studies - Home students**

As it is a one-year programme, no specific internationalisation is possible. Otherwise, we invite internationally renowned foreign experts. Some students who have completed their Master's degree abroad also enrol in the programme.

### **Support for internationalisation of studies - International students**

The programme also includes students who have completed their Master's degree at a foreign university. As it is a one-year programme, student mobility is mostly not implemented.

### **Support for internationalisation of studies - Internationalisation**

As the programme is linked to the GP, IPP and GTP programmes, visiting professors on these programmes are also part of the internationalisation of the PAI programme.

### **Assessment or evaluation**

In any case, internationalisation improves programme delivery. Last year, of course, it was curtailed or, unfortunately, largely unworkable because of the epidemic.

### **Opportunities for improvement**

Strengthening the internationalisation of the PAI SP through the organisation of new international seminars that bring new knowledge to students and teachers.

## **5. Success and effectiveness of the study: providing support, encouraging students studying**

### **Providing support, encouraging students to study - In connection with the implementation of the study programme process**

All of the above.

### **Supporting, encouraging students in their studies - Practical, professional, research or artistic work (1st and 2nd cycle)**

We engage students in practical and professional work through high-quality teaching practice, written teaching preparation, seminar assignments, reflection, etc. As this is a one-year advanced study programme, this involvement is similar to that of the IPP GTP and GP programmes, but clearly in a reduced form, as the programme is shorter.

### **Providing support, encouraging students in their studies - Scientific, research, etc. Work of art (Level 3)**

All students are involved in the teaching practice.

### **Providing support, encouraging students to study - Study activities**

Similar to other programmes at UL AG

### **Providing support, encouraging students to study - Special help**

The same as for the whole UL AG

### **Assessment or evaluation**

The same as for the whole UL AG

### **Opportunities for improvement**

No action is foreseen in this area.

## **5.d STUDY PERFORMANCE AND EFFECTIVENESS: Practical training for students**

### **Practical training for students - Organisation**

Practical training of students includes hospitalizations and practical performances of lessons, which are organized in cooperation with various music schools and institutions throughout Slovenia.

The cooperation is with external mentors who are successful in their work. Mentor teachers must have at least the title of mentor. There is constant communication between the trainees and the mentor teachers.

### **Practical training for students - Competences and learning outcomes**

Competences are verified through examinations and knowledge tests, surveys, professional associations of music educators, membership of the UL AG in the Association of Music Schools of Slovenia, etc., where feedback on the quality of pedagogical education and the competences of graduates is obtained.

### **Practical training for students - Mentors**

The teaching performance of mentor teachers and the music schools where they are employed is monitored.

### **Practical training for students - Organisations**

Teaching placements in this academic year took place in 7 public schools and 1 private school:

- General Staff Amarilis
- General School Celje
- Cerknica General School
- General School Domžale
- Moste Polje Primary School
- General School Vič
- KGBM Maribor
- KGBL Ljubljana

### **Practical training for students - Adequacy of design and delivery**

The design is appropriate, as is the implementation. Perhaps there could be more hospitality or teaching performances, but the individual approach and the constraints of the mentor teachers, who have to sacrifice their own work in order to carry out the teaching practice, make it unrealistic to expect an increase in the amount of teaching practice.

### **Assessment or evaluation**

The programme is being successfully implemented.

### **Opportunities for improvement**

No action is foreseen in this area.

## **5.e STUDY PERFORMANCE AND EFFECTIVENESS: Promoting professional development staff and participants**

### **Promoting the professional development of staff and collaborators implementing, supporting SP - Career Development**

As the programme is linked to other pedagogical Masters programmes (GTP, IPP, GP) and the providers are also the same, the promotion of employee and participant development is identical.

### **Promoting the professional development of staff and collaborators implementing, supporting SP - Training for pedagogical competences**

The same as for the IPP GP and GTP programmes, since the operators are the same

### **Promoting the professional development of staff and collaborators who implement, support SP - International mobility**

The International Office of the UL AG provides very good support to employees regarding international mobility. It keeps them fully informed about calls for international exchanges through regular mailings and the Academy of Music's website. The procedures required for the exchange, advice and notifications are described,

presentations, etc. They receive all the information and assistance they need in person at the International Office to the coordinator.

Exchanges - UL AG employees:

- Number of foreign scientific staff and research fellows who have been on exchange and have participated in artistic work on a Member for up to 1 month: 18
- Number of foreign administrative staff (in accompanying posts) who came on exchange from abroad for up to 1 month: 1
- Number of higher education teachers and staff who have been on exchange, have been educated or have participated in teaching, research or artistic activities abroad with foreign higher education institutions for up to 1 month: 8
- Number of administrative staff (in supporting posts) per Member State who have left for exchange abroad for up to 1 month: 1

Guest experts at UL AG:

- Number of visiting experts from industry and non-economy involved in teaching process:
  1. Degree, university: 8
  2. Degree, Master's: 8

#### **Promoting the professional development of staff and collaborators who implement, support SP - Scientific research and development work**

The commitment of each individual is important for the artistic and scientific research activities of the professors. In the past academic years 2019/20 and 2020/21, the situation for artistic activity as we are used to it was severely hampered by Covid-19.

#### **Promoting the professional development of staff and collaborators who implement, support SP - Organisational climate**

Employee satisfaction and commitment and satisfaction with the organisational structure have a positive impact on the delivery of the study programme. It is monitored through surveys, annual interviews ...

#### **Promoting the professional development of staff and collaborators who implement, support SP - Staffing structure**

The staffing structure of staff and participants for the study programme is adequate. The providers are highly qualified and appropriately habilitated.

The balance between teaching load and artistic activity is balanced.

#### **Assessment or evaluation**

Staff are well informed about opportunities for further training and seminars, most of which are held online. They are also informed about mobility opportunities, but they were less frequent during the covid-19 pandemic.

#### **Opportunities for improvement**

No action is foreseen in this area.



## 6. Monitoring and development of the SP and preparation of the self-evaluation report

### Preparation of the self-evaluation report - Stakeholders

*This field was filled in the previous year*

Course providers, student surveys, students in the course Special didactics of guitar, double bass, harp.

### Preparation of the self-evaluation report - Preparation process

The self-evaluation reports are prepared by the programme administrators and discussed at the Senate.

| Key improvements and good practices in the past period | Explanation of the impact on quality                                       |
|--|--|
| Introduction of joint lectures.                        | Additional knowledge.  |
| Organisation of seminars by foreign experts.           | International cooperation improves the quality of teaching. New knowledge. |

|     | Opportunities for improvement   | Key weaknesses | Key dangers | Objective (i)   | Proposals for action**   | Responsibility within a Member   |
|-----|---|----------------|-------------|---|--|--|
| 5.a | Good information students about the call.<br>Good information UL AG students about the content and Competences of the PAI programme already while studying programmes on in the field of music art. |                |             | Good information students regarding PAI programme.                                | Programme administrator PAI or manager<br><br>GP Chairs carried out annually presentation the PAI programme for Students<br><br>programmes on in the field of music art. | Programme administrator PAI, Head of the Department of Musical-Teaching subjects, Leadership |
| 5.b | Strengthening cross-curricular networking with organising joint specialised lectures didactician.   |                |             | Strengthening cross-curricular networking, new knowledge for students.            | Organisation shared lectures Special didactician.  | Chair for Musical-Teaching items   |
| 5.c | Strengthening Internationalisation SP PAI via new organisations international seminars that bring new knowledge to students and to educators.   |                |             | Strengthening Internationalisation SP IPP, new skills for students and Educators. | Organisations annually at least one International seminar.   | Chair for Musical-Teaching subjects, Vice-Dean for International activity                    |

